

THE EFFECT OF INTERACTION ANTICIPATION AND  
INTERACTION CONTEXT ON IMPRESSIONS FORMED  
BY HIGH OR LOW COMPLEXITY INDIVIDUALS

By

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of the Graduate School of the University of Kansas in partial  
fulfillment of the requirements for the degree of Doctor of  
Philosophy

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September, 1975

On July 7, 1975, less than one week before the scheduled final defense of his dissertation, William L. Medley, Jr., died at his home in Carbondale, Illinois. His unexpected death saddened his friends and colleagues at the University of Kansas and elsewhere, for Bill had already become a popular and contributing member of his profession.

Since his dissertation was substantively complete, his dissertation committee unanimously recommended that it be submitted to the University of Kansas and that the Ph.D. degree be awarded to Bill Medley posthumously in recognition of the work he had completed and in memory of his contributions to his field.

The committee is particularly indebted to Janice Springer for typing the final manuscript of the study, to the Department of Speech and Drama for providing duplicate copies, and to the Division of Speech Communication and Human Relations for making provisions for the binding.

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CHAPTER I  
INTRODUCTION, THEORETICAL BACKGROUND  
AND HYPOTHESES

Modern textbooks on interpersonal communication focus much of their attention upon the psychological processes that take place during communication. One of these is interpersonal perception, or how people assess the character, interests, and abilities of other people. Several reasons justify the attention given to interpersonal perception: our perceptions of others influence our decision to communicate with them; they influence our interpretations of their messages; they influence the responses we make to their communicative efforts; and they influence how we attempt to communicate with them.

Evidence is available to indicate that the context in which interpersonal perception takes place influences its content. The present study attempted to study individual differences in forming impressions of others as a function of anticipation of interaction in differing contexts. This chapter reviews previous research done on the individual differences variable, cognitive complexity and, the effects of situational context on interpersonal impressions, and presents the hypotheses. Chapter II describes the experimental procedures. Chapter III presents the results, which are discussed in Chapter IV.

Cognitive Complexity

Construct Theory

George Kelly (1955) argued that man seeks to predict and control the world around him. The instrument through which a person views the world is a set of constructs, or a set of "transparent patterns

or templets" that the person creates and then attempts to fit with reality (Kelly, 1963). Constructs are dimensions within which a perceived object, person, or event may be placed. Each construct has two contrasting poles, such as "good" versus "bad," and "old" versus "new." The poles are mental concepts, not mere words; they may be preverbal or they may have partial labels, as when one pole is named but no verbal tag exists for the opposing pole (Bannister and Francella, 1971). Personality traits such as "intelligence," "considerateness," and "warmth" can be considered constructs. Bannister and Francella concluded that we are using constructs when we make distinctions, whether the basis for the distinction can be verbalized or not.

Kelly's theory has eleven corollaries. Three were important bases for this study. According to the Individuality Corollary, each person develops the constructs he finds useful for himself. While different individuals may have similar constructs because they have had similar experiences, each person's set is uniquely his own. The Organizational Corollary asserts that people develop "construction systems"; that is, they develop relational ties among constructs, so that when one construct in a system is activated in the construing of something, the other constructs tied to it are activated also. When a set of constructs is used to form an impression of someone, the set acts as an "implicit personality theory" (Bruner and Tagiuri, 1954) in which unknown or unseen characteristics are inferred from the traits that are known more directly. According to the Range Corollary, each construct has a limited "range of convenience": a finite set of objects, people, or events to which it seems to apply, or a set of conditions under which it is useful.

### Definition of Cognitive Complexity

Cognitive complexity has been operationally defined and measured in a number of different ways (Bieri, 1955; Bieri and Blacker, 1956; Scott, 1962; Zajonc, 1960; Vannoy, 1965; Crockett, 1965; Barron, 1953; Miller, 1969; Smith and Leach, 1972). The approach used in this study was set forth by Crockett (1965) as a synthesis of George Kelly's construct theory and Heinz Werner's developmental psychology. Werner (1957, 1961) argued that wherever there is life, there is systematic, orderly development. This growth may be characterized by the "orthogenetic principle", which states simply that "wherever development occurs it proceeds from a state of relative globality and lack of differentiation to a state of increasing differentiation, articulation, and hierarchic integration" (Werner, 1957, p. 126).

The orthogenetic principle as applied to person perception suggests a human maturing process wherein the constructs a person uses become more specific (but greater in number) and more systematically related to each other. A person's cognitive system is complex to the relative degree that it

- (a) contains a relatively large number of elements, and
- (b) the elements are integrated hierarchically by relatively extensive bonds of relationship (Crockett, 1965, p. 49).

The relative number of elements (or constructs) in a system is called its degree of cognitive differentiation. The term "hierarchical integration" refers to the organization of elements into complex patterns of relationships, with some elements being superordinant to others in a Kellian sense (Kelly, 1955). Thus the two elements of cognitive complexity are (a) differentiation and (b) level of organization.



### Previous Research on Cognitive Complexity

Previous research has examined the determinants of cognitive complexity and its effect upon the impression formation process. Both of these categories are discussed below as a means of giving perspective to the present study.

We can think of cognitive complexity both as a stable personal behavior and as an intra-individual variable that reacts to situational forces. Considerable thought and research has focused upon the generality of cognitive complexity as a stable personal behavior. One question researchers have faced is whether a person's tendency to make a highly complex or simple judgment in one stimulus domain--say in his judgments of other people--extends to other stimulus domains as well. Bieri and Blacker (1956) produced some evidence that significant relationships exist between cognitive complexity of interpersonal impressions and complex cognitions of Rorschach figures. Further support was obtained by Allard and Carlson (1963) when they correlated their subjects' complexity levels as measured by the Role Construct Repertory Test (RCRT) of Kelly (1955) using three different sources of constructs: impressions of personal friends, famous people, and geometric designs.

Other evidence casts some doubt upon the conclusions just stated. Sechrest and Jackson (1961) replicated the Bieri and Blacker experiment and reported that the intercorrelations were low. Studies which have sought a relationship between complexity of interpersonal judgments and intelligence have usually proven fruitless (Crockett, 1965). It seems impossible to draw conclusions about a person's cognitive complexity across stimulus domains.

There is also some problem in establishing cognitive complexity

as a consistent aspect of behavior in the stimulus domain of interest here--interpersonal impressions. Vannoy (1965) investigated the generality of cognitive complexity of interpersonal impressions using 20 different measures drawn from the literature. Using factor analysis, he produced eight factors. Two of them were uninterpretable. The other six did not suggest any common factors that could be labeled "cognitive complexity." All eight factors combined accounted for only about 41% of the total variance. Vannoy concluded that the wide variation in the scores across different measures could be the result of test unreliability or that different tests sampled different aspects of a person's cognitive functioning and therefore produced varying estimates of the person's "complexity of person cognition."

Consistency in results can be obtained by systematically conceptualizing and measuring the variable. The system used by Crockett, Press, and their associates seems to produce consistency among an individual's impressions of different individuals. Data taken from a study by Nidorf (See Crockett, 1965) provides some evidence. Adults wrote impressions of eight individuals, one each for these categories:

an older liked male	an older disliked male
an older liked female	an older disliked female
a liked male peer	a disliked male peer
a liked female peer	a disliked female peer

The fourteen subjects (seven females and seven males) were ranked in each category according to how many constructs they used. Kendall coefficients of concordance across the eight categories was .438 for the men, .775 for the women, and .604 combined. The research reviewed below is based essentially on the conception and measurement techniques implicit in Crockett's definition stated earlier in this chapter.

Crockett has offered an explanation for the relatively consistent level of interpersonal impressions formed by a person. He argued that the level of a person's cognitive functioning (within the interpersonal stimulus domain) is determined by the amount of experience the person has had in social relationships. Some empirical support for this assertion is suggested by the fact that among college students, extroverts and fraternity men write more complex impressions than do introverts or nonfraternity men (Bieri and Messerley, 1957; Mayo, cited by Crockett, 1965). Crockett also supports his conclusion with an unpublished study by Judith Supnick. She found that subjects wrote more complex impressions of people they liked than of people they disliked, and of their peers than of people who were older. There was some interactive effect of the sex of the subject and perceived other; this also could be explained with the "frequency of interaction" hypothesis.

Miller's (1969) study, which followed up the Crockett hypothesis, concluded that the amount of available information about the other person probably is not an important determinant of an impression's complexity. There was some evidence that simply liking the other person produced a more complex impression, though the results were equivocal on that point. Miller's conjecture was that the likelihood of possibly meeting and associating with the other person, a variable not controlled in his study, might mediate the effects of information and liking on impression complexity.

Complexity has also been studied as an intra-individual variable influenced by the perceiver's specific circumstances. One study dealing explicitly with the effect of interpersonal involvement on complexity was by Rosenbach, Crockett, and Wapner (1973). Emotional

involvement was varied by having an accomplice help some subjects win a prize or prevent them from winning the prize. Subjects then wrote impressions either of the accomplice or of another person after viewing a film of the target person's behavior in other situations. The predictions were that greater emotional involvement would have a disorganizing effect, and that this would be more pronounced for the more mature perceivers. In general these expectations were supported, and it was found that the disorganizing effects were greater for negative than for positive involvement. These results have little direct bearing upon the present study, since the impressions were the result of interaction itself rather than of the mere anticipation of it.

Other studies (Crockett, Mahood, and Press, 1971; Press, Crockett, and Delia, in press) have investigated the interaction of perceptual set and the complexity of impressions. Both studies showed that non-complex subjects were little affected by the understanding and evaluative sets, while complex subjects wrote more complex impressions under the understanding set. The same was true of impressions formed from an internal compared to an external orientation toward the other.

Several conclusions may be drawn about the effect of cognitive complexity upon interpersonal functioning. The studies cited below are but a sample of those which could be used to support them.

Noncomplex people seem more inclined to expect others to be similar to themselves in attitudes toward self and others. This leads noncomplex people to be somewhat less accurate in predicting the other person's responses to a questionnaire. Complex individuals, on the other hand, seem freer to recognize differences among people (Bieri, 1955; Campbell, 1960). Additionally, noncomplex individuals

seem more inclined to make global polar judgments of others, recognize both the good and bad (and degrees of each) in the stimulus people (Campbell, 1960; Supnick, cited by Crockett, 1965). Finally, non-complex individuals seem less likely to integrate potentially contradictory information about an unknown other (Nidorf, 1961) and are less affected by the order in which negative and positive information is presented to them (Mayo and Crockett, 1964; Rosenkrantz and Crockett, 1965). These last results are contradicted somewhat by several other studies (Leventhal and Singer, 1964; Supnick, cited by Crockett, 1965), and more research on this is needed.

#### Previous Research on Anticipation of Interaction

Although no previous research has explored the effects of expected interaction upon the complexity of the impression formed, its effect on perceived attractiveness has been studied. The first avenue of exploration was initiated by Darley and Berscheid (1967). Operating from Heider's (1958) conception of balance, they predicted and confirmed that liking of a stimulus person (a female) was higher if the subjects expected to interact with her. The authors were not able to discover how the subjects justified to themselves (if they did) this change, since there were no significant changes in ratings of the stimulus person on any specific personality trait. This study was followed by at least three others that sought to limit, explain, or expand its findings. Berscheid, Boye, and Darley (1968) found that subjects paired with a negative stimulus partner tended to distort the extent to which that person possessed important traits and showed a greater likelihood of choosing her for a partner in the future than did subjects paired with a positive partner or not paired at all.

The reason for this was not clear. Those subjects paired with the negative stimulus person who expressed a preference to remain with her liked her more than did those who chose to switch to the positive stimulus person, but there were no indications that the non-switchers distorted their perceptions any more than did the switchers.

Bond and Dutton (1973) argued that the original Darley and Berscheid results were made possible by the ambiguous nature of the stimulus information, which was composed of descriptions that were neither particularly positive nor negative. Bond and Dutton used unambiguous positive or negative stimulus individuals and obtained less extreme ratings of the stimulus's "warmth" or "coldness" when interaction was expected. The authors termed this effect "commitment reluctance" and offered several reasons why a person might not want to commit himself too strongly to liking a person he knows little about but with whom he will interact. They found no differences between subjects expecting no interaction with anyone and those who expected to interact but not with the stimulus person.

An additional explanation for the Darley and Berscheid results was offered by Sutherland and Insko (1973). They used balance theory as the basis for predicting that liking for the target person would vary with the interestingness of the assigned task. The Darley and Berscheid subjects expected to discuss their dating habits and pre-marital sexual behavior--topics thought to be rather interesting to the participants. When Sutherland and Insko compared the liking of the stimulus person in that context to liking when the discussion was going to center on study habits, they found liking in the latter case to be much less.

A second approach to the study of anticipation has considered

the effects of a target person's behavior or characteristics in different contexts upon attractiveness. Kiesler, Kiesler, and Pallak (1967) found in a series of experiments that covert reactions to another person's behavior tended to be more positive when the other person acted appropriately and more negative when he acted inappropriately if subjects were committed to future interaction with the actor. A further conclusion was that overt, negative reactions communicated privately to the other were greater when the persons were committed to interaction. These results supported one of the authors' basic assumptions: "commitment to future interaction with another makes the other's behavior more important and salient (because of what that behavior may imply for the future)." S. Kiesler (1973) found that anticipation mediated the effects of inappropriate behavior upon the attractiveness of stimulus persons. Anticipated interaction led to increased or decreased liking, depending upon whether the expected behavior was desirable or not in the situational context, presumably because the need for predictability is greater when future interaction is anticipated.

As the studies cited above illustrate, previous research on effects of anticipated interaction have dealt almost exclusively with liking, attraction, or some similar variable. Most studies of interpersonal perception have considered as variables either the perceiver or the perceived persons, without taking into consideration the situation surrounding the perceptions. More attention to context seems justified, since it is commonly accepted in both scholarly and lay psychology that behavior is determined by the interaction of personal and situational variables (Heider, 1958; Magnusson, 1971; and Frederiksen, 1972).

Previous Research on Interaction  
Context and Impressions

Only one study has tested empirically the influence of interaction context upon the content of impressions. In this study, by Delia, et al. (1975), the subjects did not expect to personally meet and interact with the stimulus person. They were told to imagine that they were given information about a person with whom a friend in another city would have to work or associate. Each subject read descriptions of the stimulus person and then wrote impressions designed to help his friend in either working with or socially associating with the person. Half the subjects received positive information about the person's work behavior and negative information about his social behavior. The other subjects received essentially the same information except the valences were reversed. Along with writing an impression, the subjects evaluated the person as a work partner, a social companion, and just as a person with no designated role.

Delia et al. found, as predicted, that the impressions tended to reflect the positive or negative character of the context-appropriate stimulus material. Ratings made of the stimulus person as a social companion and as a work partner also related in the expected fashion to the relevant stimulus material. Ratings made of the person in general (without designating a role for the stimulus person) confirmed another prediction, which was that overall ratings would be neither negative nor positive, since the stimulus material had an equal number of negative and positive traits. The one unexpected significant result was the main effect for the sets of stimulus information; the overall evaluations were closer to the valence of the social traits than of the work information. Further findings were that



the stability of impressions (as determined by a retest two weeks later) was higher for cognitively complex individuals than for the noncomplex.

### Hypotheses

The first set of hypotheses focuses upon the effects of anticipated interaction upon interpersonal impression complexity. They grow out of the assertion appearing both in Kelly's construct theory and in some statements of attribution theory (Jones, et al., 1971) that interpersonal impressions are formed in part so that the perceiver can better anticipate and influence the events surrounding him. In fact, the desire to see what lies in the road ahead is the only motivational factor Kelly recognized in his treatments of construct theory (Kelly, 1955, 1969).

If this assertion of motivation is true, the greater the importance placed upon anticipating the behavior of another person, the greater the motivation to form an effective impression of that person (e.g. a highly differentiated and integrated impression). This idea has been used as a post hoc explanation for results in at least three studies. Miller's (1969) reference to it has already been mentioned. Scarlett, Press, and Crockett (1971) offered it as one possible reason why impressions formed of well-known people contain more constructs than impressions formed of less well-known people.

New constructs, more abstract in quality, should be differentiated as a result of social experiences, in the interest of forming more stable and predictive impressions of others who are important to the individual perceiver (p. 442). *Emphasis added.*)

In the study by Supnick, summarized by Crockett (1965), the explana-

tion offered of why women had a greater differentiation of interpersonal constructs than men was that perhaps "interpersonal relationships are likely to be of greater functional significance in a woman's life than a man's (p. 60)." In none of these studies was this possibility tested directly.

If anticipation of interaction makes extensive and accurate perception of the individual more important, we would expect that it would make the impressions of the target person more differentiated and organized. That is, we would expect the impressions to contain more constructs and to organize them more systematically than would impressions formed of other people. Therefore:

Hypothesis 1. Subjects anticipating interaction with the stimulus person will produce more differentiated and organized impressions than will subjects with similar context orientations who do not expect to interact with the stimulus person.

Similarly, if the expected context of interaction is ambiguous, more complex impressions would be expected than if more specific aspects of the other person's perceived personality were considered relevant.

Therefore:

Hypothesis 2. Subjects anticipating interaction with the stimulus person under ambiguous context orientations will form more differentiated and organized impressions than will those who expect interaction under more specific contexts.

The third hypothesis predicted an interaction of anticipation and the subject's initial level of cognitive complexity. Although Hypothesis 1 predicted a main effect of anticipation in similar context conditions, ambiguous contexts may have a different impact than narrower, more specific contexts. One difference between the cognitively complex and the cognitively noncomplex person is that the former individual tends to use situational elements as the means for explaining paradoxes in the apparent traits of a stimulus person

(Kaplan and Crockett, 1968). We might expect that when, as in this study, a specific context is explicitly assigned, complex subjects would tend to restrict their impressions to consider only that context, while noncomplex people would be less likely to change downward the extent to which they consider different contextual possibilities in forming their impressions; indeed, the context might give them a focal point around which they could organize their impressions. Therefore:

Hypothesis 3. Specifying the interaction context will reduce the differences between high and low complex subjects in the degree of differentiation and organization in their impressions.

Another implication of the motivational assertion is that the situation surrounding the anticipated interaction will influence the choice of constructs used to conceptualize the person as well as the placement on that construct dimension. This idea was mentioned by Nidorf and Crockett (1964). As they explained, a male college student may examine facts about another male in light of him as a participant in sports activities, a partner in academic or occupational activities, or informally as a friend. The male student's view of a woman's traits would add other possibilities to the list. Nidorf and Crockett argued therefore that both the nature and amount of information one person desires to know about the other will depend upon the kinds of relationships that are likely to be established between the two. Specifically, we would expect that when a social situation is anticipated, more attention would be given to socially related traits; when a work relationship is expected, relative emphasis would be placed upon task skills. On the other hand, if the anticipated context is ambiguous, a greater balance between the

two kinds of traits would occur, with the social traits likely to be of more interest and concern, since they would be relevant to any kind of situation that might arise. Therefore:

Hypothesis 4. Subjects expecting interaction with the stimulus person in a social context will have a higher ratio of social traits in their impressions than will those expecting interaction with the stimulus person in a work context.

Hypothesis 5. Subjects expecting interaction with the stimulus person in an ambiguous context will have a higher ratio of social traits than will subjects expecting interaction with the stimulus person in the work context.

In sixth and seventh hypotheses investigated the effects of anticipation upon perceived liking or attractiveness. The Darley and Berscheid study dealt only with female subjects, and the expected interaction context was of a fairly intimate nature, corresponding to the "social" context used in this study. The present study used male subjects and utilized a "working" (logical problem solving) situation in addition to the social one. Therefore:

Hypothesis 6. Subjects anticipating interaction with the stimulus person will indicate greater stimulus attractiveness than will subjects with similar context orientations who do not expect to interact with the stimulus person.

The present study made possible other explanations of how subjects might justify the differences in expressed liking of the other person. In the Darley and Berscheid study, the determination of trait importance was made after the task had been explained but before information about the partners was made available. Possibly a shift in desired qualities occurring after information about the partner became available could explain the difference in liking. Furthermore, it is possible that a subject would selectively overlook the negative traits of the stimulus person when determining how much he likes the person. An open-ended impression form such as the one

used in the present study could reflect this selective recall of the stimulus traits.

The final hypothesis predicted an interaction of the stimulus list and context. Attractiveness of the stimulus person that had positive social traits would be greater in the Social Context, attractiveness of the person with positive work-related traits would be greater in the Work Context. Stated more generally, if the stimulus person has positive characteristics that will be of value in performing the task, he would be seen as more attractive than if his relevant traits were negative. Thus:

Hypothesis 7. The attractiveness of the stimulus person will depend upon the salience of the positive traits.

## CHAPTER II

### METHOD

The experiment was performed using a 2x4x2 factorial design, with two levels of cognitive complexity, four interaction expectation conditions, and two stimulus trait lists.

#### Procedure

##### Subjects

Subjects were recruited from speech fundamentals classes at Southern Illinois University--Carbondale. Class instructors offered some reward for participation, generally adding points to the student's grade. Only men were used because of time and space limitations. A total of 112 subjects completed the first sessions. Due to missed appointments and scheduling difficulties, only 95 of these participated in the second sessions. Of these, two were dropped from the analysis for failing to follow instructions in filling out the forms, leaving a final total sample of 93.

##### Design of the Experiment

Subjects were grouped into two levels of cognitive complexity based upon their scores on the Two Role Category Questionnaire (Appendix A). Within each level of complexity, subjects were randomly assigned to one of four different interaction conditions:

1. Expecting to interact with the stimulus person in a discussion of personal interests, values, and interpersonal roles. This was the Social context.
2. Expecting to interact with the stimulus person while solving logical puzzles. This was the Work context.

3. Expecting to interact with the stimulus person but not knowing the precise nature of the task. Face-to-face interaction was expected, but subjects were told that they would perform a series of tasks drawn at random from an envelope. The tasks were described in very general terms and were said to be diverse in the actions needed to perform them. This was the Ambiguous/Interaction context.
4. Expecting to not interact with the stimulus person, but expecting to interact with someone else under the circumstances described for the Ambiguous/Interaction context. This was the Ambiguous/No Interaction context.

Each subject was randomly assigned one of two trait lists representing the stimulus person. One list had three socially important positive traits and three work-important negative traits. The other list duplicated the first except that the social traits were stated negatively and the work traits were stated positively.

Random assignment of subjects to treatment conditions was violated only for two reasons. First, no more than two subjects could appear in the same Session II meeting if they were assigned to the same cell of the total design, and second, an attempt was made to equalize the number of subjects in each cell after one-fourth, one half, three-quarters, and all but two of the Session II meetings were completed.

#### Determining the Context Importance of Personality Traits

A list of personality traits and an index to their perceived relative importances in the Social and Work interaction contexts was needed in order to develop the stimulus traits and the trait rating forms.

Fifty traits were drawn from Rosenberg and Sedlak's (1972) list, with emphasis given to the traits' loadings on either a social or intellectual dimension. These traits, all stated in positive form,

were submitted to several speech fundamentals classes at Southern Illinois University during the summer of 1974. Half of the students in each class first read the task description for the Social Context (See Appendix D for all task descriptions), rated the importance of the fifty traits in that situation using the form contained in Appendix I, and then read the task description for the Work Context and again rated all the traits. The other half of the students rated the Work Context before rating the Social Context.

Only the men's ratings were used. The relative importance of a trait for each rater was determined by subtracting its importance (its distance from the neutral point) in the Work context from its importance in the Social context. To be considered relatively important in one or the other condition, the trait's mean importance rating had to be significantly different from zero at the .05 level of confidence. The list of fifty traits and their mean relative importance scores is found in Appendix B.

### Experimental Sessions

Each subject participated in two experimental sessions (See Appendix M for the scripts). This division was needed to allow time for scoring the Two Role Category Questionnaires for cognitive differentiation and assigning each subject to either the complex or noncomplex levels of cognitive complexity. All subjects participated in Session I before any were run in Session II.

Session I. Subjects met in groups of six to fifteen over a seven day period and were given the cover story. They were told that two studies were being done: one dealing with the content of face-to-face interactions between people, and the second one dealing with



interpersonal perceptions. The main experimenter claimed the first project, while the second was attributed to a second experimenter, actually a hired assistant. The reason for this deception was to avoid the suggestion later on in the experiment that the impressions they were to write had anything to do with the expected face-to-face interaction. The explanation given the subjects was that some of the materials to be used were suitable for both projects and that the arrangement made for more efficient use of both the subjects' and the experimenters' time. The second experimenter then directed the filling out of the Two Role Category Questionnaire, the Trait Rating Forms, and the "Self Description Forms." The latter were actually copies of the forms used later to present the stimulus trait information. Their use here was to improve the credibility of the deceptions used in the second session; the responses were not analyzed as a part of this study.

The Session I meetings lasted about thirty minutes.

Session II. Session II groups contained from two to five participants. All Session II meetings were held over a ten day period during the fall of 1974. They followed the earliest Session I meeting by no more than three weeks. Session II meetings were generally limited to four subjects at a time; that seemed to be the largest number that could be handled effectively. Scheduling difficulties or missed appointments sometimes produced sessions with only two or three subjects. These smaller meetings were conducted without significant modifications to the experimental manipulations.

The experimenter handed each subject one of the three interaction activity descriptions and told him that the sheet described what he would be doing later in the session. The partner and room assignments

then were made in written form (See Appendix P). The same paper also informed the subject as to whether or not he was to receive prior information about his partner, and, if he was not, it listed the name of the person he would be given information about. The paper also informed the subject that his partner would not receive prior information about him. The subject then read the stimulus information, wrote an open-ended impression, and completed the other impression questionnaires. At the end of each Session II meeting, the participants were debriefed as a group, urged to keep secret the nature and methods of the study, and then dismissed. The second session meetings lasted about forty-five minutes.

#### Determining Initial Cognitive Complexity

Subjects were divided into complex and noncomplex groups based upon whether they fell above or below the median for all subjects who completed the Two Role Category Questionnaire (See Appendix A) during the first experimental sessions. This questionnaire is an adaptation of the Role Category Questionnaire, which has been used in innumerable studies of cognitive complexity. The validity of this approach was considered in Chapter I, but a more complete treatment of it may be found in Crockett (1965). In the two role version, each subject was asked to think of a male that he liked and a male he disliked. Both of these were to be about his own age. After the subject had mentally compared and contrasted the two for a few moments, he was asked to describe each of them as fully as possible, omitting physical descriptions. Three minutes were allotted to each impression.

In this study the subjects' initial complexity scores were

calculated by summing the number of constructs used in the two impressions in accordance with a scoring manual prepared by Crockett and Press.\* Summing the number of constructs yields a differentiation measure, thus providing a relatively easily scored index of the subjects' basic levels of cognitive complexity. Two raters made independent judgments of each subject's impressions. The correlation of the two raters was +.92. Any wide discrepancies in ratings were resolved before the average rating was used as the subject's score. The breaking point for grouping subjects was 16.25, with 55 subjects above that point and 57 subjects below it. Attrition in the Complex group was eleven, or 20%. Eight subjects (14%) were lost from the noncomplex group. The mean number of constructs for the noncomplex subjects who completed the experiment was 13.52; for the Complex subjects it was 19.22. The difference is highly significant ( $t=9.05$ ,  $d.f.=91$ ,  $p < .001$ ).

#### Manipulation of Independent Variables

##### Interaction Conditions

The subject's belief that he would indeed interact with another person was first promoted at the beginning of his Session II meeting. Along with other introductory remarks, he was told that the data for the interpersonal communication study (as opposed to the impression formation study) would be derived from tape recordings of the interaction sessions. Tape recorders were prominently displayed and brief instructions were given for their use. Subjects also were told that some of their number would be given information about their partners while others would not.

\*Available from Walter H. Crockett, Department of Speech, University of Kansas.

Next, assignments were made to the treatment conditions. Subjects who were assigned to the Social or Work Conditions were given sheets which described the task they were to perform (See Appendix D). The Social exercise was essentially a self-disclosure exercise in which they would be talking about their beliefs, desires, and values, with the goal of each person being to understand his partner as completely as possible. The exercise for the Work Condition centered around cooperative efforts at solving several logical puzzles, an example of which appeared on the assignment sheet. Subjects in the two Ambiguous Contexts were given a sheet that contained only vague hints as to the possible nature of the activities they would be performing. It indicated that the actual exercises they would perform would be determined by chance. All subjects, regardless of interaction condition, also received a form supposedly for use during the actual interaction time.

Treatment of the subjects in the Ambiguous/No Interaction context differed from that for the Ambiguous/Interaction context only in the partner and room assignment sheet. Subjects in the Ambiguous/No Interaction context were given the name of their partners, but they were informed also that they would be given information about someone who had participated in the experiment earlier. The alleged purpose was so that they could write an impression of him while the others were writing about their partners. The partner and room assignment sheets were given to the subjects after they had had time to study their exercise descriptions. Subjects were asked to let the experimenter know if they recognized their partner's name and, if applicable, their information source's name if he were not their partner.

### Stimulus Trait Lists

The two stimulus trait lists were developed by creating six sets of traits, each having three traits judged previously to be important in the social exercise and three traits judged important in the work exercise. Two versions of each set were composed. One had positive social and negative work traits, and the other had the same traits with the valences reversed (See Appendix J).

Speech fundamentals classes at Southern Illinois University were used to evaluate the different sets during the summer of 1974. These students had not been used previously for determining the relative social or work importance of the traits. Each student received one version of each of the six sets and rated it for likeability, believability, similarity to anyone the rater knew, and similarity to the rater himself. The set chosen for the experiment had the most favorable ratings on believability for its two versions. This was Set 2 as listed in Appendix K, which contains the rating results.

The format for presenting the stimulus lists to the experimental subjects was developed with the goals of making the manipulation both believable and effective. When subjects received the stimulus materials during the second session, they were to believe that the traits and related information had been recorded during Session I by the person whose name was on the list. Further, as an attempt to make the list resemble those of other studies as much as possible, the form containing the traits and explanations carried the instructions that the traits the person used to describe himself were to be selected on the basis of what ones other people would use to describe him.

Belief in the validity of the stimulus lists was developed by having all subjects fill out "Self-Description" forms (Appendix C) during the Session I meetings. Therefore, when the subjects received

what was purported to be someone else's self-description, he would know the information had been obtained. The subjects' responses to their own self-description forms were used as a guide for composing the "Reason" sections of the stimulus trait forms. The copies in Appendix C show both of the stimulus trait lists.

Four imaginary names for the stimulus persons were used randomly within each level of cognitive complexity, expected interaction condition, and version of the trait list. The names were Bob Manis, Ted Rollins, Gary Bateman, and John Farison. Each name was used only once in each Session II meeting so that the deception wouldn't be uncovered by someone mentioning a name or noticing the name on another subject's forms. Stimulus information copies with another name on them, "James Fowley," were available in case a subject thought he knew the person whose name he received. In the Ambiguous/No Interaction context, the assigned partner's name was either Mark Morrison or Terry Pickett; both were used in situations where two subjects in that treatment condition appeared in the same Session II meeting.

#### Dependent Measures

All of the forms used to obtain dependent measures were developed specifically for this study.

#### Impression Complexity

The degree of differentiation found in the subjects' impressions of the stimulus person was taken from the Open-ended Impression Questionnaire (Appendix E). Since this form is only a minor variation of the Role Category Questionnaire, the method used to obtain differentiation scores was again according to the Crockett et al scoring manual. Inter-rater reliability was .91. Only the main experimenter's ratings

were used for analysis.

The level of organization of each subject's impression also was derived from his response to the Open-ended Impression Questionnaire. The scoring procedure was based upon an extension of Kaplan and Crockett's (1968) analysis of modes used by people in resolving potentially inconsistent information. The three general modes presented in that article were expanded to five by Press and Crockett:

1. Aggregation. Both positive and negative qualities are listed with no recognition of their potential inconsistency and with no attempt made at resolving that inconsistency.
2. Univalence. Only negative or positive traits are included in the impression. There is no indication that traits of the other valence appeared in the impression.
3. Recognition of Inconsistency. Both positive and negative traits are included along with recognition of inconsistency, but the inconsistency is not resolved.
4. Partial Resolution. Traits of both valences are included, but only some are integrated.
5. Resolution. Traits of both valence are included and substantially all are integrated into a highly organized structure.

Each one of these was subdivided into three levels to indicate minimal, moderate, or extended performance within the level. The complete list of fifteen levels may be found in Appendix N.

Initial inter-rater reliability was unacceptably low (.36). Consequently, the criteria for the different levels and the application to the type of protocols being graded were discussed between the raters. A rescoring of the protocols produced a correlation coefficient of +.90 on a random sample of 20. Only the main experimenter's ratings were used for the analysis.

### Impression Content

The Open-ended Impression Questionnaires were scored also for their context orientation, determined by assigning each construct to one of three categories: social, work, or neutral. The criteria used were as follows: Each trait taken from either the stimulus trait list or from the broader list of relative social or work important traits was assigned to its appropriate category. Any construct belonging to the same domain (i.e., having a similar meaning) as one of the context-important traits was assigned to the category of that trait. For example, "witty" was categorized as Work because of its relationship to "clever." Finally, any trait was categorized with the traits from which it was derived. Traits that could be placed in both the social or work categories, or in neither of them, were placed in the "neutral" category. The raters' correlations for categorizing both the social and work traits was .96. Both of these correlations are for a random sample of 20 protocols. Only the main experimenter's ratings were used to compute the ratio of social to the total of social and work traits. An arcsine transformation of the ratios was used for the analysis, as suggested by Winer (1971).

### Liking or Attractiveness

Several measures of the stimulus person's attractiveness or of liking for him were used. Ratings taken from subjects' responses to these Personal Reaction Form scales (See Appendix G) were analyzed separately:

- How much do you think you would like this person?
- How much would you enjoy meeting and conversing with this person in a social situation?
- How effectively do you think you could work with this person in a discussion group?
- How friendly is this person?



Another indication of the stimulus person's attractiveness was the valence of the open-ended impression. In a procedure similar to that used to determine the relative context orientation of the protocols, each listed construct was assigned to the positive, negative, or neutral category, depending upon the following criteria: Any trait taken from the stimulus list was given the valence it had on that list unless the subject explicitly expressed doubt that the stimulus person actually possessed the trait. Any denial that the stimulus person possessed the trait forced its placement in the neutral category unless the subject explicitly stated that the stimulus person had the opposite of it. When the subject placed no explicit evaluation on a trait, it was placed in the "neutral" category unless the rater thought that on its face the trait was either positive or negative. The raters' correlations for the negative and positive traits were both .95, based upon the random sample of 20 protocols. Only the main experimenter's figures were used to calculate the valence of the impression. This was done by dividing each subject's number of positive constructs by the total of negative and positive constructs. An arcsine transformation was performed on the ratios.

Two more ratings of the stimulus person's attractiveness were obtained from the Trait Rating Sheet Form (Appendix F). Subjects' ratings for all the social and work relevant traits were summed separately. Item scales were reversed if necessary to make "7" represent the positive pole.

#### Other Dependent Measures

Several other dependent measures were included because they might shed light on the major findings of the study. These variables fit into two categories. On the Personal Reaction Questionnaire

(Appendix G) several items inquired into the perceived characteristics of the stimulus person, especially as he related to the subject filling out the form. Answers were sought for the following:

How similar is the stimulus person to the subject?  
Does the subject know anyone who is similar to the stimulus person?  
How adjusted is the stimulus person?  
How consistent is he?

The Pre-Exercise Reaction Form (Appendix H) obtained the subject's reactions to the task that he supposedly was about to perform. Items inquired into his interest in the task, his anxiety, his feelings of preparedness, and his level of experience. The remaining items on that form served mainly as a manipulation check; subjects who did not receive information about their partners were not to fill them out. The responses were analyzed, however, for any help they might bring in interpreting the other findings.

Subjects filled out copies of the same form used to determine initially the relative social or work importance of the traits. The ratings indicated how desirable it would be for their partners to have any of the original fifty traits. This served as a check on the subjects' understanding of the expected interaction context and as a possible source of information about how subjects might justify the expressed attractiveness of the partner when his traits would not normally be considered desirable in the expected interaction context.

#### Data Analysis

All the dependent variables except the ratios were checked for abnormal skewness before they were statistically analyzed. None of the variables used to test the hypotheses had an amount of skewness that could not be accounted for by chance at the .05 level of

confidence. For two of the secondary dependent measures, "Resemblance to someone you know" as taken from the Personal Reaction Form, and the "Interested" variable contained in the Pre-Exercise Reaction Form, a logarithmic transformation was used to achieve an acceptable level of skewness. The variables using ratios both underwent an arcsine transformation.

All dependent measures were checked for heterogeneity of cell variances by the Cochran range test (See Winer, 1971). None met or exceeded the range required to contradict the null hypothesis at the .05 level. Since the cell sizes were not equal (see Table 1), the hypotheses were tested by underweighted means harmonic in analyses of variance. (Winer, 1971). All of the hypotheses called for comparisons of two of the context conditions or of combinations of them, hence all the analyses were of a 2x2x2 design, with a comparison of individual means when appropriate.

TABLE 1  
Cell Sizes

		Interaction Context			
		Social	Work	Ambiguous/ Interaction	Ambiguous/ No Interaction
Non- Complex	Trait List 1	7	6	6	6
	Trait List 2	6	6	6	6
Complex	Trait List 1	4	7	5	5
	Trait List 2	5	7	5	6

## CHAPTER III

### RESULTS

#### Effectiveness of the Manipulations

The experimental manipulations were: (a) The expectation to interact or not to interact with the stimulus person, (b) the interaction context, and (c) the stimulus trait sets. Since each of these manipulations was necessary for the hypotheses to be tested, tests were performed to determine their success.

Expectation of interaction was measured during debriefing as well as by the Pre-Exercise Reaction Form. When asked directly during the debriefing sessions, no subject revealed suspicion that the interaction exercises would not take place. It was important also to know whether the subjects expected to meet and interact with the stimulus person or with someone else. Questions on the Pre-Exercise Reaction Form were designed to check on this manipulation. Subjects who expected to interact with the stimulus person were to fill in the last four scales, while subjects for whom the stimulus person was not the assigned partner were to leave the four scales blank. All subjects in the Social, Work, and Ambiguous/Interaction contexts responded correctly. One subject in the Ambiguous/No-Interaction context did fill in the scales. As his form was taken up, the experimenter asked him if he expected to meet the person about whom he had been given information. Since he responded negatively, subsequently explaining that he had not read carefully the form's instructions, his data were included in the analysis.

Subjects' knowledge of what kind of exercise they would be performing was indicated by which task they checked at the top of the

Pre-Exercise Reaction Form. After being reminded of the activities that went along with each of the listed titles (See the script for Session II in Appendix M), all subjects responded correctly.

The two stimulus trait lists produced the expected trait inferences. Subjects receiving the first list, which had positive social traits and negative work traits, produced a mean difference of 17.03 for the summed favorability ratings of the social traits, minus the summed favorability ratings of the work traits. Subjects who had received the second trait list, with positive work traits and negative social traits, produced a mean difference score of -17.93, indicating the stimulus person's greater attractiveness on the work-related traits. These two means are significantly different beyond the .001 level,  $F(1,77) = 318.23$  (See Appendix P, Table P14).

This significant List effect is not weakened by the significant interaction of List and Complexity or by the significant three-way interaction of Complexity, List, and Interaction context. The pattern of the List effect was identical for each group, except that the effect was greater for the complex subjects.

Alpha factor analyses (Kaiser and Gaffrey, 1965) were performed to investigate the internal consistency of the original social and work trait sets. The analyses, described in Appendix P, Table P14 indicated that only three of the twenty-four traits which were included on the rating sheet failed to load appropriately on a social or work trait factor.

The factor analysis results, when coupled with the significant difference of social and work trait ratings, indicate that the stimulus traits did produce the expected inferences for the other traits. The experimental subjects grouped the twenty-four personality traits in

essentially the same way as did the pre-experimental raters, even though the subjects were rating the stimulus persons while the pre-experimental raters were indicating situational trait importances.

#### The Effect of Anticipated Interaction

Hypothesis 1. Subjects anticipating interaction with the stimulus person will produce more differentiated and organized impressions than will subjects with similar context orientations who do not expect to interact with the stimulus person.

This hypothesis was tested by comparing the Ambiguous/Interaction Context to the Ambiguous/No-Interaction Context. The only difference between these two is that subjects in the latter context did not expect to interact with the stimulus person. Differentiation was measured by counting the number of constructs in the written impressions; level of organization was determined by the Crockett-Press procedure described in Chapter II.

The mean differentiation score for impressions written by subjects expecting to interact with the stimulus person was 7.8, while the mean for subjects not expecting to interact with him was 8.2. The difference between the two is in the wrong direction but far from significant,  $F(1,37) < 1$  (See Appendix P Table 1).

In addition, the predicted effect of interaction expectation upon the level of organization did not occur. There was a significant Complexity x Context interaction,  $F(1,37) = 5.84$ ,  $p < .05$  (See Appendix P, Table P2). The means are in Table 2. The Noncomplex subjects who expected future interaction produced more poorly organized impressions than did the other subjects. There was only a nonsignificant tendency for complex subjects who expected interaction to produce a more organized impression, as hypothesized.

Table 2  
Means for  
Level of Organization  
Complexity by Context Interaction  
Interaction versus No-Interaction Contexts

Context	Complexity	
	Noncomplex	Complex
Interaction	4.917	7.400B
No-Interaction	7.583b	6.433Bb

Note: Means in the same column and sharing the same upper case letter do not differ significantly at the .05 level, using t tests. Means in the same row sharing the same lower case letter do not differ significantly at the .05 level.



Hypothesis 2. Subjects anticipating interaction with the stimulus person under ambiguous context orientations will form more differentiated and organized impressions than will those who expect interaction under the social and work orientations.

This hypothesis was tested by comparing the subjects in the Ambiguous/Interaction Context to a combination of those in the Social and Work Contexts.

Analysis of the differentiation scores offered no support for the hypothesis. There was no main effect for the context of expected interaction (Appendix P, Table P3); the mean for the specific (Social and Work) Context was 7.5, while the mean for the Ambiguous/Interaction Context was 7.8.

Regarding the effects of the treatment on level of organization, the predicted main effect also did not occur (Appendix P, Table P4). The means were 6.0 for the Specific Context and 6.2 for those expecting to interact with the stimulus person in the ambiguous context.

Hypothesis 3. Specifying the interaction context will reduce the differences between complex and noncomplex subjects in the amounts of differentiation and organization in their impressions.

As with Hypothesis 2, the relevant groupings for comparison here are the Social and Work Contexts combined versus the Ambiguous/Interaction Context.

The predicted interaction of Complexity and Context did not occur for the dependent measure of differentiation,  $F < 1$  (See Appendix P, Table P3), although the usual effect of Complexity was replicated. The means for the interaction may be found in Table 3.

There was a significant interaction of Complexity and Context in the level of organization,  $F(1,62) = 5.95$ ,  $p < .05$  (See Appendix P, Table P4). As predicted, the means for the Noncomplex and Complex

Table 3  
Means for Impression Differentiation  
Specific Versus Ambiguous Contexts  
Complexity x Context Interaction

Context	Complexity	
	Noncomplex	Complex
Specific	6.532	8.451
Ambiguous	6.417	9.100

groups were closer together when the nature of the expected interaction was specified (Table 4). In the Specific Contexts, the Complex and Noncomplex subjects did not differ significantly, while in the Ambiguous Context, the Complex subjects' impressions were significantly more organized than were the Noncomplex subjects' impressions.

Hypothesis 4. Subjects expecting interaction with the stimulus person in a social context will have a higher ratio of social traits in their impressions than will those expecting interaction with the stimulus person in a work context.

Hypothesis 4 was not confirmed. The mean for the Social Context subjects (2.02) was not sufficiently larger than the mean of the Work Context subjects (1.87) to produce statistical significance,  $F(1,40)$

$< 1$  (See Appendix P Table P5). The only significant outcome for this analysis of variance was for the stimulus list. Subjects who read about a person who had socially positive traits included a higher percentage of those traits in their impressions than did their counterparts who received the other list,  $F(1,40) = 9.16$ ,  $p < .01$ .

Hypothesis 5. Subjects expecting interaction with the stimulus person in an ambiguous context will have a higher ratio of social traits than will subjects expecting interaction with the stimulus person in the work context.

No support was found for Hypothesis 5. The means for the two groups were 1.87 for both the Ambiguous/Interaction and Work Contexts,  $F(1,40)$

$< 1$ . The summary table may be found in Appendix P, Table P6.

Hypothesis 6. Subjects anticipating interaction with the stimulus person will indicate greater stimulus attractiveness than will subjects with similar context orientations who do not expect to interact with the stimulus person.

The test of this hypothesis required comparison of the Ambiguous/Interaction and Ambiguous/No-Interaction groups on the following dependent measures: Liking, Friendliness, Impression Valence, Summed Social and Work Trait Ratings, and the desirability of associating

Table 4  
Means for Level of Organization  
Context x Complexity Interaction  
Specific Versus Ambiguous Contexts

Context	Complexity	
	Noncomplex	Complex
Specific	6.542 Aa	5.492 Ba
Ambiguous	4.917 A	7.400 B

Note: Means in the same column and sharing the same upper case letter do not differ significantly at the .05 level, using  $t$  tests. Means in the same row sharing the same lower case letter do not differ significantly at the .05 level.

with the stimulus person in either a social or a class project situation.

None of these measures indicated the hypothesized effect. The scale used in earlier studies, a simple rating of liking, yielded a mean of 4.77 for subjects expecting to interact with the stimulus person and a mean of 4.83 for subjects not expecting such interaction. The difference is not significant,  $F < 1$  (See Appendix P, Table P7).

Perceived desirability of the stimulus person as a co-worker on a class project did show a significant interaction,  $F(1,37) = 4.33$ ,  $p < .05$  (See Appendix P, Table P13). Table 5 contains the means. Comparisons among the means found only a significant difference for the effect of expecting interaction among the noncomplex subjects, and that result with the opposite of what was expected. The Noncomplex perceivers who did not expect to associate with the person saw him as a more desirable fellow participant. Expectation had practically no effect on the Complex subjects, however.

Hypothesis 7. The attractiveness of the stimulus person will depend upon the salience of the positive traits.

As with the previous hypothesis, several measures of attractiveness were considered. In the present case, however, the comparison is between subjects in the Social and Work contexts. It was expected that the stimulus person with positive social traits would be rated more favorably in the Social context than in the Work context, and that the opposite would be true of the positive work trait list.

On the Liking measure, the interaction of Context and List did occur,  $F(1,40) = 7.82$ ,  $p < .01$  (See Appendix P, Table P18). Contrary to expectations, the greater liking for the socially positive work stimulus was not rated significantly different in the two contexts.

Table 5  
Means for Desirability in a Class Project  
Complexity x Context Interaction  
Interaction Versus No-Interaction Contexts

Context	Complexity	
	Noncomplex	Complex
Interaction	3.833 a	4.600 Ba
No-Interaction	5.250 b	4.567 Bb

Note: The higher the mean, the greater the desirability as a fellow participant in a class project. Means in the same column and sharing the same upper case letter do not differ significantly at the .05 level using t tests. The same is true for means in the same row that share the same lower case letter.

The mean difference between social and work trait ratings given each of the stimulus persons indicate the same pattern of results noted on the Liking measure. The more positive the mean difference, the higher the ratings given for the social traits, as compared to ratings for the work traits. The results (Table 7 and Appendix P, Table P15) indicate that the contexts had no impact upon mean differences for the positive work stimulus list. The positive social list received higher relative social ratings when the Work context was anticipated. Thus the subjects receiving the positive social list seemed to give the stimulus person relatively higher ratings for his nonsalient traits.

None of the other dependent measures indicated any similar effect.

Chapter IV will explore the results reported above. The remainder of this chapter will report significant results for analysis that were not directly related to the hypotheses for which this study was designed.

#### Incidental Results

In addition to the dependent variables used for testing the hypotheses, several others were included in the study for any light they might shed on the major findings. The significant outcomes of these variables are reported forth in this section:

- Situational importances of traits (Social or Work Importance)
- Perceived similarity of the stimulus person to anyone known by the perceiver (Similar/Other)
- Perceived similarity of the stimulus person to the perceiver (Similar/Self)
- Perceived consistency of the stimulus person (Consistency)
- The subject's anxiety (Anxiety)

Since no hypotheses were offered that would narrow the focus of any of these to less than the full design, the results originate from the

Table 6

Means for Liking\*

Social Versus Work Contexts

Context x List Interaction

Stimulus List	Interaction Context	
	Social	Work
Pos. Soc. List	4.143 A	5.310
Pos. Work List	4.850 Ab	4.310 b

Note: Means sharing the same column and upper case letter do not differ significantly from each other at the .05 level using t tests. The same is true of means in the same row and sharing the same lower case letter.

\*The larger the mean, the greater the expressed liking.



Table 7

Mean Difference Between Social  
And Work Trait Ratings

Social Versus Work Contexts

Context x List Interaction

Stimulus List	Interaction Context	
	Social	Work
Pos. Soc. List	9.339	21.476
Pos. Work List	-18.367 b	-18.119 b

Note: Means sharing the same column and upper case letter do not differ significantly from each other at the .05 level using t tests. The same is true of means in the same row and sharing lower case letter.

full 2x4x2 analysis of variance. Four variables that produced no significant results will not be discussed here. They were Preparedness, Interest, Experience, and "Adjustedness" of the stimulus person.

The Social and Work trait importances were obtained from the same type of questionnaire used in developing the original relative trait importances, but the scoring had to be done differently. In the earlier usage, each rater filled in two copies; one for the social exercise and one for the logical problem-solving exercise. In the actual experiment subjects could fill out only one copy--for the exercise they expected to carry out. Therefore the subjects were asked to indicate what characteristics they would like their partner to have--in other words, to design the ideal partner. While in the earlier case, a difference score was calculated for each rater by subtracting a trait's work rating from its social rating, scores for subjects in the actual experiment were simply the sum of the importances for each of the two sets, producing a Social Trait Importance score and a Work Trait Importance score for each subject. In each case, the lower the score, the greater the importance of the trait.

The summed importances of all the Social Traits (those determined by earlier testing to be relatively important in the Social Interaction Context) indicated only a significant three-way interaction,  $F(3,75) = 3.23$ ,  $p < .05$  (See Appendix P, Table P24). Examination of the means (Table 8 and Figure 1) suggests that a large portion of the effect comes from the different combinations of Complexity and Stimulus List in the Ambiguous/Interaction and Ambiguous/No Interaction Contexts. Apparently when Complex subjects expected to interact with the stimulus person, they attached greater importance to social traits when their partner was thought to deserve good ratings on them than when he did

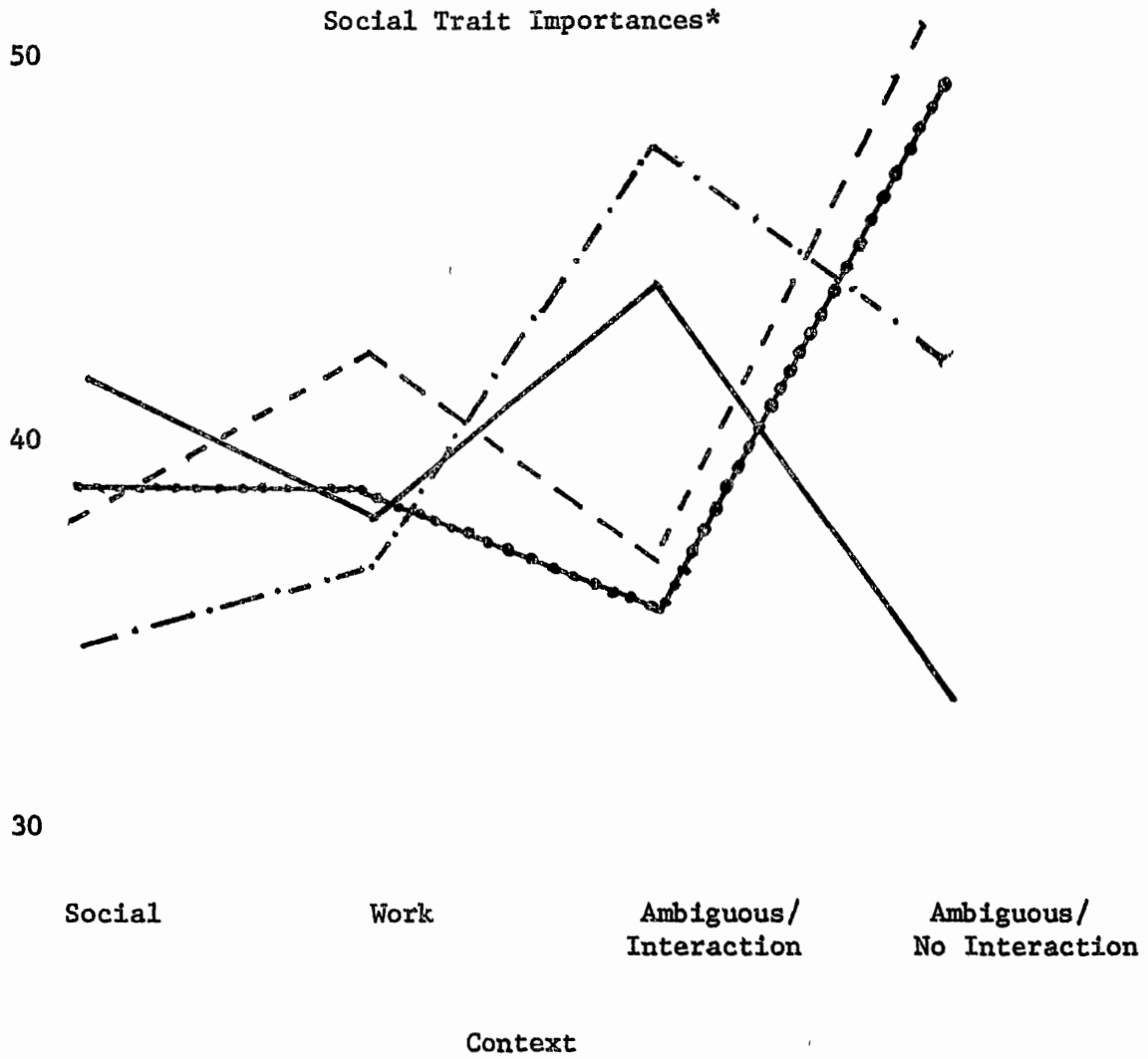
Table 8

## Means for the Importance of All Social Traits

		Interaction Context			
		Social	Work	Ambiguous/ Interaction	Ambiguous/ No-Interaction
Non- Complex	Soc. Pos. List	41.857	38.000	44.333	33.000
	Work Pos. List	38.333	42.500	37.200	52.000
Complex	Soc. Pos. List	39.000	38.857	35.600	49.400
	Work Pos. List	34.800	36.857	47.800	42.200

Note: The smaller the mean, the greater the importance of the traits.

Figure 1



- Noncomplex subjects, Positive Social List
- - - - - Noncomplex subjects, Positive Work List
- Complex subjects, Positive Social List
- Complex subjects, Positive Work List

\*The lower the rating, the greater the perceived importance.

not. The pattern for the Non-complex subjects was just the opposite; they seemed to attach greater importance to the negative traits when they expected to interact with the person.

There were no significant experimental effects upon the importances of the Work traits (Appendix P, Table P25).

Results for all of the remaining dependent measures show some effect of complexity, and in most cases, of the interaction contexts as well. First is the perceived similarity of the stimulus person to someone known to the subject. The analysis of variance was performed on log transformations of the original responses. A significant Complexity by Interaction Context effect was found,  $F(3,76) = 4.84$ ,  $p. < .01$  (See Appendix P, Table P26), along with a three-way interaction of Complexity, Context, and Stimulus List,  $F(3,76) = 2.89$ ,  $p. < .05$ . The cell means (Table 9) show no discernable pattern. Any plausible rationale for this result also remains obscure and will not be discussed further.

Regarding perceived similarity of the stimulus person to the rater (Similar/Self), an interaction of Complexity and Context occurred  $F(3,77) = 2.95$ ,  $p. < .05$  (See Appendix P, Table P27). Inspection of the means (Table 10) indicated that the interaction occurred primarily in the two ambiguous contexts, with Noncomplex perceivers seeing the stimulus person as more similar to themselves in the No Interaction Context, while Complex perceivers saw the greater similarity in the Interaction Condition. The test for the simple main effects of complexity within each interaction context indicated significant differences for the Ambiguous/Interaction Context  $F(1,77) = 5.72$ ,  $p. < .05$ , a trend in the Ambiguous/No Interaction context

Table 9

Means for Perceived Similarity to Someone  
 (After logarithmic transformations)  
 Complexity x List x Context Interaction

		Interaction Context			
		Social	Work	Ambiguous/ Interaction	Ambiguous/No- Interaction
Non- Complex	Soc. Pos. List	1.128	0.499	0.634	1.260
	Work Pos. List	1.097	0.645	1.343	0.981
Complex	Soc. Pos. List	0.896	1.013	0.988	0.277
	Work Pos. List	0.439	1.013	0.795	0.780

$F(1,77) = 3.11$ , and no differences in the Social and Work Contexts,  $F < 1$  for both. See Appendix P, Table P27.

In the ratings of perceived consistency of the stimulus person, the only significant effect was for Complexity. Complex individuals rated the stimulus persons as more consistent than did the Noncomplex  $F(1,77) = 5.00$ ,  $p < .05$  (See Appendix P, Table P28). The means for Complex and Noncomplex subjects were 4.9 and 4.3, respectively, with the greater the mean, the greater the perceived consistency.

For the anxiety scale, there was a Complexity by Context interaction ( $F = 2.78$ , d.f. = 3, 77,  $p < .05$ . See Appendix P, Table P29). Inspection of the means (Table 11) suggests that the effect occurred mainly in the two Ambiguous Contexts, with the noncomplex showing the less anxiety in the Ambiguous/Interaction Context, while the Complex show the less anxiety in the Ambiguous/No Interaction Context. The analysis of simple main effects of Complexity within each context corroborates this conclusion.

Table 10  
Means for Perceived Similarity to Self\*  
All Interaction Contexts  
Complexity by Context Interaction

Complexity	Interaction Context			
	Social	Work	Ambiguous/ Interaction	Ambiguous/ No Interaction
Noncomplex	3.988	3.917	2.917**	4.500**
Complex	4.475	3.929	4.500**	3.333**

Note: The double asterisks indicate that the two means in the column are significantly different from each other at the .05 level, using a simple main effects test.

\*The larger the mean, the greater the perceived similarity.



Table 11  
Means for Anxiety Level\*  
All Interaction Contexts  
Complexity by Context Interaction

Complexity	Interaction Context			
	Social	Work	Ambiguous/ Interaction	Ambiguous/No Interaction
Non-complex	3.714	3.750	4.917**	3.583**
Complex	3.125	3.786	3.700**	5.017**

Note: The double asterisks indicate that the two means in the column are significantly different from each other at the .05 level, using simple main effects tests.

\*The lower the mean, the greater the expressed anxiety.

## CHAPTER IV

### DISCUSSION AND CONCLUSIONS

This chapter will first discuss the findings in the three main areas of investigation: the effects of anticipating interaction on (a) impression complexity, (b) impression content, and (c) impression attractiveness. Later sections will consider the results in general. The final section will set forth several implications for future study.

#### Anticipation and the Differentiation and Organization of the Written Impressions

Hypothesis 1 predicted that those subjects expecting to interact with the stimulus person would form more differentiated and organized impressions than would those who did not expect to interact with him. The experimental manipulation of anticipation had no effect upon the number of constructs contained in the impressions, which was the measure of differentiation.

Anticipation had no significant effect upon impression organization of complex subjects, but it produced lower levels of organization in impressions written by the noncomplex subjects who expected to meet and interact with the person.

This unexpected effect may be understood more completely if the distribution of scores for the noncomplex groups are examined. As described in Chapter II, the three lowest possible levels of organization are characterized by the simple aggregation of negative and positive traits. The essential difference between these two groupings and levels 7-15 are that the latter require at least some explicit recognition that both negative and positive information had been

provided for the writers.

For complex subjects, the relative proportions of merely aggregative, univalent, or higher levels of organization were similar for both the Interaction and No-Interaction contexts. For non-complex subjects, only the proportion of univalent impressions was stable for the two contexts. Fifty percent of the subjects who expected to meet the person wrote simple aggregative impressions, while only 8% of the other group did. About a third of those expecting interaction explicitly recognized that both negative and positive traits were provided, and none of the group had any coherent, systematic explanation of the negative and positive "inconsistency." On the other hand, among the noncomplex subjects who did not expect to meet the stimulus person, three-fourths did explicitly recognize the inconsistency, and about a third of these subgroups made attempts to find any coherence to the sets or look at them as a set. Thus, noncomplex subjects expecting to interact seemed less inclined to deal with the inconsistency or to make some kind of overall judgment of the individual with whom they would associate.

Whereas the first hypothesis was concerned with the effect of expecting versus not expecting to interact, the second and third hypotheses focused attention upon the context for expected interaction. Hypothesis 2 predicted a main effect of specific versus ambiguous situations, and Hypothesis 3 predicted an interaction between the context and the subjects' initial cognitive complexity. Only the latter prediction was supported, and then only with regard to one dependent measure, integration.

The absence of both a main and interactive effect on the number of constructs used in the impressions can not be explained conclu-

sively by the experimental results. One possibility is that in the narrower, more specific context the subjects would not write fewer constructs; they would just substitute more context-relevant constructs for more general or irrelevant ones used in more ambiguous situations. However if this were the case, a difference between the Social and Work Contexts would have occurred for the proportion of social traits, and a similar result would have occurred in comparing the Work and Ambiguous/Interaction Context on the same dependent measure. No significant differences occurred, thereby lending no support to this possible explanation.

The absence of a main effect for the contexts on impression integration is explained in part by the context-by-complexity interaction. Apparently a narrow, specific context such as provided by the Social and Work exercises compared to the Ambiguous/Context condition provided a focal point around which impressions could be organized. This apparently helped the noncomplex subjects to produce more integrated impressions, while having no significant effect on complex subjects' impressions.

#### Anticipation and Impression Content

Hypotheses 4 and 5 predicted that subjects would tend to infer traits that would be important to the interaction situation. These predictions were not confirmed.

The first possible explanation is that people either retain the information needed to make global, context-general impressions even when they expect interaction in a narrower context, or they actually form general impressions in the manner suggested by Delia, et al. (1975). Whereas in that study the subjects were instructed

to report their perceptions in a way that would be helpful to someone interacting with the stimulus person in a specific context, in the present study the subjects reported their global impressions or else developed global impressions from the available information, in response to instructions calling for "as complete an impression of this person" as possible.

The explanation offered above would seem to deny the premise that the frame of reference offered by an interaction context such as the ones in this study significantly restrict interpersonal impressions. Another possible explanation does not do harm to this commonly accepted belief. That is, one unexpected (and undesired) outcome may have rendered impossible a clear test of the hypotheses: Subjects did not seem to infer the patterns of trait importances established by the pre-experimental raters for the Social and Work Contexts. An additional analysis was performed on difference scores calculated for each subject by subtracting the summed importances of the work traits from the summed importances of the social traits. A positive score indicated that the subject perceived the social traits as relatively more important, while a negative score indicated relatively greater importance for the work traits. A 2 x 2 x 2 analysis of variance for the Social and Work Contexts revealed no difference between them ( $F = 0.442$ , d.f. = 1, 40,  $p = n.s.$  See Appendix P, Table P18), although the difference in the means was in the right direction. The Social Context mean was 5.145. The Work Context mean was 2.958.

It could be argued that the perceived situational trait importances contained in the above analysis were contaminated by the differences in the stimulus lists. Therefore the ratings from

subjects in the Social Context who received the social positive stimulus list was compared to the ratings from those in the Work Context who received the positive work list. In these two groups the characteristics of the partner should reinforce rather than vitiate the pre-experimentally expected trait importances. This comparison also yielded a non-significant result ( $t = 0.61$ ,  $d.f. = 40$ ,  $p. = n.s.$ ).

The reasons for this failure to replicate the pre-experimental ratings of trait importances cannot be ascertained. Two reasons (in addition to chance) seem likely. First, the pre-experimental raters did not expect to actually perform the exercises with anyone. Consequently they may have been less anxious and less concerned about the match-up of their partner with the situational demands, either positively or negatively. Second, the earlier raters were attuned by instructions to look for differences in two situations, while the experimental subjects were not trying to distinguish between the two.

Other differences may have come from changes in time (summer versus late fall) or place (their usual classroom during a regular class rather than a strange classroom during an experiment). Whatever the true causes, the result raises some doubt about the hypothesis tests that predict inferences from situationally important traits.

#### Anticipation and Attraction

The sixth hypothesis predicted that anticipation of interaction would increase liking for the stimulus person. The failure to confirm the hypothesis is likely the result of a weak effect of anticipation coupled with individual differences among the subjects' reactions to the situation. The Berscheid and Darley study (1967), the only one

to find a consistently positive effect of anticipation, used as the dependent measure the (female) subject's choice either of her partner or another stimulus person as the recipient of her higher rating for liking. Mean ratings were not used, largely because "an inspection of the data showed intersubject variability in the use of the scales; some subjects kept all their ratings at the high end of the scale, and others at the low end" (p. 33) The Berscheid, Boye, and Darley study (1968) did use mean ratings of control groups compared to the anticipation groups, and found no differences on their "affect" measures, which are comparable to the "liking" scale used in the present study. The only study using mean differences between groups that did find a significant difference was the one by Bond and Dutton (1973) in which expected interaction caused an undesirable partner to be better liked and a desirable partner to be less well liked. Their hypothesized principle of "commitment reluctance," whereby expected interaction would drive judgments toward the more neutral portion of the scale, may have bearing on the results of both the Berscheid, Boye, and Darley study and the present one. In these three studies, information about the stimulus person was not strictly positive or negative, as it was in the Bond and Dutton experiment. Berscheid, Boye, and Darley offered their subjects some objectively neutral responses to the Allport-Lindzey-Vernon Values Questionnaire and to the Edwards Personality Preference Schedule, supplemented by a "clinical evaluation" which for one group of subjects described the stimulus person as intelligent, outgoing, and personable, while for another group of subjects it described her as moody, unclean, and unpopular. Thus both neutral and either positive or negative information was provided. In the present study both negative and

positive information was provided about each stimulus person. Perhaps in both studies the net impression of the stimulus person was so close to neutral that no "commitment reluctance" could be indicated, even while it and individual variations in responses overcame any weak overall increase attraction. The implication is that the effect of anticipated interaction in producing a favorable impression, if any, is not a strong one.

The present study had one other difference that might be important. In the Berscheid studies, subjects were told explicitly that a purpose of the study was to see how "the processes of interpersonal judgment interact with the course of group discussion." This would increase the ratings saliency for the interaction situation, and perhaps suggested to the raters that a positive or favorable attitude would be useful. Bond and Dutton did not indicate that they used any such instructions in their study, but their procedure indicates that they did nothing to separate the impressions from the expected interaction, either. In the present study, a careful attempt was made to divorce the ratings from the interaction situation as a means of "tipping off" the subjects that their attitude toward their partner might have consequences for the interaction.

Hypothesis 7 predicted that liking would vary with the salience of the positive stimulus traits. This required a comparison of the Social and Work Contexts. The expectation was that the social positive stimulus would be better liked in the Social Context, while the other stimulus would be better liked in the Work Context. The interaction occurred, but the effect was in the wrong direction. Greater liking for the social positive stimulus was in the Work Context; the positive work-related list was the more liked in the Social



Context, even though the social positive stimulus was rated as more likeable in all other Contexts, was rated as friendlier throughout, and received more favorable ratings on the social traits. He must have been perceived to have some negative social characteristics that were considered particularly important in the Social Context. Apparently these traits were not among those included in this study, since the trait ratings do not reveal them.

Subjects receiving the social positive list tended to infer several traits to produce the observed effect. These people seemed to combine the stimulus information for "modest," "dull," and "uneducated" and derived such characteristics as "shy," "introverted," or "doesn't say too much." Eleven of the twenty-four subjects receiving the social positive list in the Social and Work Contexts mentioned one or more of these or some closely related construct. The difference is statistically significant ( $p < .01$ , two-tailed) as determined by the Fisher Exact Probability Test (Siegel, 1956). The subjects in the Social Context may have seen their shy and untalkative stimulus person as rather poor partner in a "Self Disclosure" exercise, though a rather likeable fellow otherwise.

#### Implications and Suggestions for Future Research

The results of this study suggest that anticipation of interaction is not a strong enough motivator in the formation of interpersonal impressions to overcome extraneous sources of variation in scores. Of course, more study is needed to confirm or disconfirm this motivational principle. The following implications or suggestions are offered for future research into the effects of anticipated interaction.

1. This study sought to present the subjects with a more immediate

and involving interaction situation than was present in any of the other studies examining similar research questions. Subjects in the Darley and Berscheid (1967), Berscheid, Boye, and Darley (1968), and Bond and Dutton (1973) studies had the anticipated interaction lying sometime in the indefinite future, rather than immediately following the impression formation process. This immediacy may increase the potency of any commitment reluctance, both in ratings of the prospective partner and of what traits it would be desirable for him to have. It would be of particular interest to find out why subjects not expecting any interaction could discern twenty-four personality traits as being relatively important in one situation or the other, while subjects who did expect to interact would exhibit no similar discrimination among the traits.

2. The two measures of cognitive complexity, differentiation and integration, did not respond similarly to the experimental manipulations. Expecting to interact did increase the integration of impressions written by complex subjects, but it did not significantly affect impression differentiation. Similarly, the narrower, more specific contexts produced more integrated impressions for complex subjects, with no similar effect on differentiation. The linear correlation of differentiation and integration scores for all subjects was 0.141. These two measures of complexity may respond differently to situational influences, as has been found in previous studies, (Press et al., [in Press], for example).

3. Complex and noncomplex subjects seemed to react differently to the anticipation of interaction. In several situations the noncomplex subjects responded in ways that might hamper their interpersonal interaction, while the complex individuals responded in ways more likely to

produce harmonious relations. Only the complex subjects produced more integrated impressions when interaction with the stimulus person was expected. In the ratings of social trait importances, noncomplex subjects saw greater importance in their partners' undesirable traits, while complex subjects saw greater importance in their partners' positive traits. This pattern was reversed when interaction was not anticipated. Also in the two ambiguous contexts, the noncomplex saw greater similarity between the stimulus person and themselves when interaction was not expected, while the complex individuals perceived greater similarity when interaction was expected. Also, the noncomplex subjects saw the stimulus person as less consistent than did the complex subjects. Finally, when subjects anticipated the ambiguous interaction exercise, the noncomplex subjects were more anxious when they had information about their partners, while the complex subjects were more anxious when they did not have that information.

These differences suggest a fruitful area for developing and testing hypotheses regarding the consequences of differences in complexity levels. Even when future studies of the effects of anticipation do not use cognitive complexity as a major independent variable, its use as a covariant should be considered.

4. Experimental design and statistical techniques beyond those used in the present study might improve the power of the significance tests. For instance, subjects' perceived similarity to self could be used as a covariant in observations of expressed interpersonal attraction. In this study, perceived similarity to self correlated 0.39 with liking, 0.44 with desirability of meeting him socially, 0.53 with expressed desirability of working with him on a class project. All of these are significantly different from zero beyond the .01

confidence level (d.f. = 91). Also, a within-groups measure of expressed liking or impression complexity, using two stimulus persons for each subject, might help overcome individual differences in the subjects' approaches to rating people. Finally, the general assessment of trait importances used in this study could be replaced with the individual subject's perceptions of trait importances. While enough commonality of perceptions was present in the pre-experimental ratings of the relative situational importances to produce significant differences, these perceptions may not be stable enough across time and individuals to be useful.

5. Subjects might exhibit more of the expected responses if they had more time to process (or forget) both the information they receive about their partner and the interaction context. It may be that anticipation may not influence the initial perception so much as what the person does with the information afterward.

APPENDIX A  
TWO ROLE CATEGORY QUESTIONNAIRE

## SOCIAL PERCEPTION QUESTIONNAIRE

---

 Name

---

 Sex

Our interest in this questionnaire is to learn how people describe others. We are interested in knowing, in our own terms, the characteristics which a set of individuals have--those which set one person off from another as an individual, and those characteristics which they share in common.

Our concern here is with the habits, ideas, mannerisms -- in general, with the personal characteristics, rather than the physical traits -- which characterize a number of different people.

In order to make sure that you are describing real people, we have set down a list of two different categories of people. In the blank space beside each category below, please write the initials, nicknames, or some identifying symbol for a person of your acquaintance who fits that category. Be sure to use a different person for each category.

1. A person your own age and sex whom you like \_\_\_\_\_
2. A person your own age and sex whom you dislike \_\_\_\_\_

Spend a few moments looking over this list, mentally comparing and contrasting the people you have in mind for each category. Think of their habits, their beliefs, their mannerisms, their relations to others, any characteristics they have which you might use to describe them to other people.

If you have any questions about the kinds of characteristics we are interested in, please ask them.

Do not turn the page until instructed to do so.

Please look back to the first sheet and place the symbol you have used to designate the person in category 1 here \_\_\_\_\_.

Now describe this person as fully as you can. Write down as many defining characteristics as you can. Pay particular attention to his/her habits, beliefs, ways of treating others, mannerisms, and similar attributes. Remember, describe him/her as completely as you can, so that a stranger might be able to determine the kind of person he/she is from your description. Use the back of this page if necessary.

This person is:

Please look back to the first sheet and place the symbol you have used to designate the person in category 2 here \_\_\_\_\_.

Now describe this person as fully as you can. Write down as many defining characteristics as you can. Pay particular attention to his/her habits, beliefs, ways of treating others, mannerisms, and similar attributes. Remember, describe him/her as completely as you can, so that a stranger might be able to determine the kind of person he/she is from your description. Use the back of this page if necessary.

This person is:



APPENDIX B  
RELATIVE IMPORTANCE OF TRAITS

MEAN RELATIVE IMPORTANCE OF TRAITS

The items are grouped according to their relative importance in the Social task situation, the logical situation, or neither. The numbers are the mean relative importances, calculated by subtracting the importance of the trait in the logical task situation from its importance in the social situation. Negative numbers represent relative task importance. Therefore, differences not significantly different from zero fall in the third category. There were 22 raters for all traits but "diligent" and "modest," which had twenty-one.

Social		Logical		Neither	
mature	.909*	imaginative	-1.546**	considerate	.773
sincere	1.500**	skillful	-1.364**	helpful	.182
accepting	.864*	practical	-.818*	serious	-.318
good natured	1.136*	intelligent	-1.227**	active	.136
trustworthy	1.455**	creative	-1.182**	logical	-.727
understanding	1.227**	diligent	-1.429**	responsible	.364
generous	.818*	efficient	-1.046**	tolerant	.227
warm	1.318**	clever	-1.591**	uninhibited	.091
thoughtful	.955*	precise	-1.773**	even-tempered	-.227
modest	.905*	studious	-.909*	assertive	-.136
just	1.000**	organized	-1.046*	relaxed	.682
discreet	1.000*	educated	-1.045**	patient	-.455
		quick thinking	-1.273**	prompt	.136
				dependable	.046
				enthusiastic	.136
				motivated	-.773
				calm	-.318
				cooperative	.000
				cheerful	.727
				conscientious	.318
				sensitive	.773
				humorous	.182
				hardworking	-.909
				happy	.227
				purposeful	-.364

\* p .05

\*\* p .01

APPENDIX C  
STIMULUS TRAIT FORMS

Name \_\_\_\_\_

Select the three terms from the list below that people who know you (mere acquaintances as well as friends) would most likely choose to describe you to someone who does not know you. Write these three terms in the appropriate spaces below and give a brief explanation or reason for choosing each one.

trustworthy	precise	quick thinking	studious
creative	warm	mature	good natured
discreet	accepting	educated	efficient
clever	diligent	generous	sincere
practical	understanding	organized	imaginative
modest	intelligent	just	thoughtful

---

\_\_\_\_\_ Reason:

\_\_\_\_\_ Reason:

\_\_\_\_\_ Reason:

Name \_\_\_\_\_

Select the three terms from the list below that people who know you (mere acquaintances as well as friends) would most likely choose to describe you to someone who does not know you. Write these three terms in the appropriate spaces below and give a brief explanation or reason for choosing each one.

untrustworthy	imprecise	slow thinking	unstudious
uncreative	cold	immature	bad natured
indiscreet	rejecting	uneducated	inefficient
dull	not diligent	stingy	insincere
impractical	not understanding	disorganized	unimaginative
immodest	unintelligent	unjust	thoughtless

---

\_\_\_\_\_ Reason:

\_\_\_\_\_ Reason:

\_\_\_\_\_ Reason:

Name \_\_\_\_\_

Select the three terms from the list below that people who know you (mere acquaintances as well as friends) would most likely choose to describe you to someone who does not know you. Write these three terms in the appropriate spaces below and give a brief explanation or reason for choosing each one.

trustworthy	precise	quick thinking	studious
creative	warm	mature	good natured
discreet	accepting	educated	efficient
clever	diligent	generous	sincere
practical	understanding	organized	imaginative
modest	intelligent	just	thoughtful

---

 \_\_\_\_\_ Reason:

\_\_\_\_\_ Reason:

\_\_\_\_\_ Reason:

Name \_\_\_\_\_

Select the three terms from the list below that people who know you (mere acquaintances as well as friends) would most likely choose to describe you to someone who does not know you. Write these three terms in the appropriate spaces below and give a brief explanation or reason for choosing each one.

untrustworthy	imprecise	slow thinking	unstudious
uncreative	cold	immature	bad natured
indiscreet	rejecting	uneducated	inefficient
dull	not diligent	stingy	insincere
impractical	not understanding	disorganized	unimaginative
immodest	unintelligent	unjust	thoughtless

\_\_\_\_\_ Reason:

\_\_\_\_\_ Reason:

\_\_\_\_\_ Reason:

APPENDIX D  
EXERCISE INSTRUCTIONS



## LOGICAL PROBLEM--SOLVING EXERCISE

You and your partner will be given a set of logical problems to solve, an example of which is listed below. Your goal is to find the correct solutions to as many of the problems as possible. Previous studies have shown that one important factor in making sure that you have found the correct answer is for the two people involved to discuss the solution and for both people to agree before the problem is considered done and they move on to the next problem. In other words, individual skill is important, but cooperative effort is important also. The results of the exercise will indicate how effectively you were able to work with your partner under this set of conditions.

## Example:

There are five houses in a row.  
The Englishman lives in the red house.  
The Spaniard owns a dog.  
Coffee is drunk in the green house.  
The Ukrainian drinks tea.  
The green house is just to the right of the ivory house.  
The man who smokes Old Golds owns snails.  
Kools are smoked in the yellow house.  
The man in the middle house drinks milk.  
The Norwegian lives in the first house.  
The Chesterfield smoker lives next to the man with the fox.  
The man who smokes Kools lives next to the man who owns a horse.  
The Marlboro smoker drinks orange juice.  
The Japanese smokes Parliaments.  
The Norwegian lives next to the blue house.

Each man is of a different nationality, has one house, one type of pet, one brand of cigarettes, and one drink.

Which man drinks water?  
Which man owns a zebra?

## LOGICAL PROBLEM ANSWER SHEET

1. Who was the drummer? \_\_\_\_\_
2. Who was the extortionist? \_\_\_\_\_
3. Who was hired? \_\_\_\_\_
4. Which of the ten digits does J represent? \_\_\_\_\_
5. Which pair will win the round?
6. Which of the ten digits does D represent?
7. How old is: Alf \_\_\_\_\_  
Bert \_\_\_\_\_  
Charlie \_\_\_\_\_  
Duggie \_\_\_\_\_
8. Where does Penelope live? \_\_\_\_\_
9. Who is the murderer? \_\_\_\_\_
10. What was the date of the dinner? \_\_\_\_\_
11. Who should cross the bridge first? \_\_\_\_\_
12. Which man is telling the truth? \_\_\_\_\_

## SELF-DISCLOSURE EXERCISE

You and your partner will try to get to know each other as well as you can. It is important that you discuss openly your own beliefs, desires, and values, and react to those of your partner. By the end of the discussion, you two should know why the other person thinks and acts as he does. Cooperation is important in this exercise, but it is important also to have high levels of straightforward communication and direct feedback.

During the exercise you will be discussing topics such as the ones listed below, but you probably will consider other topics as well whenever they come up.

Every person is in a great many relationships at once every day, and he may handle each one somewhat differently. Encourage your partner to share with you what he does in his human relations while in several of the following roles:

- as a friend
- as an employee
- as a sibling
- as a parent
- as a student
- as a mate
- as a consumer
- as a citizen

## SELF-DISCLOSURE TOPIC SHEET

During your discussion with your partner, please record on this paper the topics you and your partner are talking about. You will need this information for the forms you fill out after the discussion is over.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

(Use the back if necessary to continue the list)

## COMMUNICATION EXERCISE

You and your partner will be given an envelope containing a number of different task instruction sheets. When you are told to start, draw a topic at random (without looking) from the envelope. After both of you have read it, begin to carry out the instructions. After about five minutes, you will be told to draw out another task instruction sheet and do what it says. This process will continue until you have completed six tasks.

While the exact nature of the tasks cannot be given in advance, we can say that the instructions will be easy to carry out. Furthermore, the tasks involve activities that we do almost every day. Some of them may involve simply talking about yourselves, while others may have you working puzzles, etc.

Please carry out the tasks to the best of your ability. Cooperation between you and your partner is important, as is individual skill and a sense of straightforward communication and direct feedback.

Use the attached sheet to list the tasks that you and your partner perform. Copy the heading and task number off of the instruction sheet as soon as you draw it from the envelope.

## COMMUNICATION EXERCISE TASKS

Each time you draw a task from the envelope, copy down the task heading and number below.

	<u>Task Number</u>	<u>Task Heading</u>
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____

APPENDIX E  
OPEN-ENDED IMPRESSION QUESTIONNAIRE





APPENDIX F  
TRAIT RATING SHEET

Your Name \_\_\_\_\_ Description of \_\_\_\_\_

Listed below are some of the terms used to describe people. Go through the list and put a check mark in the blank beside each pair of terms that are important in describing this person. You may check as few or as many as you wish.

_____	creative	1 2 3 4 5 6 7	uncreative
_____	rejecting	1 2 3 4 5 6 7	accepting
_____	sincere	1 2 3 4 5 6 7	insincere
_____	unimaginative	1 2 3 4 5 6 7	imaginative
_____	indiscreet	1 2 3 4 5 6 7	discreet
_____	practical	1 2 3 4 5 6 7	impractical
_____	immature	1 2 3 4 5 6 7	mature
_____	disorganized	1 2 3 4 5 6 7	organized
_____	precise	1 2 3 4 5 6 7	imprecise
_____	immodest	1 2 3 4 5 6 7	modest
_____	understanding	1 2 3 4 5 6 7	not understanding
_____	quick thinking	1 2 3 4 5 6 7	slow thinking
_____	good natured	1 2 3 4 5 6 7	bad natured
_____	clever	1 2 3 4 5 6 7	dull
_____	thoughtless	1 2 3 4 5 6 7	thoughtful
_____	unstudious	1 2 3 4 5 6 7	studious
_____	generous	1 2 3 4 5 6 7	stingy
_____	uneducated	1 2 3 4 5 6 7	educated
_____	warm	1 2 3 4 5 6 7	cold
_____	diligent	1 2 3 4 5 6 7	not diligent
_____	untrustworthy	1 2 3 4 5 6 7	trustworthy
_____	inefficient	1 2 3 4 5 6 7	efficient
_____	just	1 2 3 4 5 6 7	unjust
_____	intelligent	1 2 3 4 5 6 7	unintelligent

Now go back to every pair of terms--those you did not check as well as those you did check, and circle the appropriate number to indicate your impression of that person.

APPENDIX G  
PERSONAL REACTION FORM

Make a check along each scale below at the point most representative of your judgment.

1. How much do you think you would like this person?

Very \_\_\_\_\_ Not at  
Much \_\_\_\_\_ all

2. Do you know anyone who resembles this person?

Yes, very \_\_\_\_\_ No, not  
much \_\_\_\_\_ at all

3. How similar is this person's character to your own?

Not at all \_\_\_\_\_ Very  
similar \_\_\_\_\_ Similar

4. How well adjusted is this person?

Very well \_\_\_\_\_ Not at all  
adjusted \_\_\_\_\_ well adjusted

5. How much would you enjoy meeting and conversing with this person in between classes or at a friend's house?

Not at \_\_\_\_\_ Very  
all \_\_\_\_\_ much

6. Do you think you could work effectively with this person on a major class project?

Very \_\_\_\_\_ Not at all  
effectively \_\_\_\_\_ effectively

7. How consistent is this person?

Extremely \_\_\_\_\_ Extremely  
inconsistent \_\_\_\_\_ consistent

8. How friendly is this person?

Very \_\_\_\_\_ Very  
unfriendly \_\_\_\_\_ friendly

APPENDIX H  
PRE-EXERCISE REACTION FORM



APPENDIX I  
TRAIT DESIRABILITY RATING SHEET

Please rate how desirable it would be for your partner to have each of the traits listed below. Use the scale illustrated below of 1 through 11, with 1 indicating "very desirable" and 11 indicating "very undesirable."

1 2 3 4 5 6 7 8 9 10 11  
 Very Desirable Very Undesirable

---

___modest	___trustworthy
___good natured	___prompt
___hardworking	___imaginative
___tolerant	___humorous
___warm	___sincere
___diligent	___generous
___patient	___accepting
___logical	___assertive
___serious	___quick thinking
___intelligent	___motivated
___educated	___studious
___sensitive to others	___understanding
___cheerful	___organized
___efficient	___active
___discreet	___calm
___mature	___even-tempered
___responsible	___uninhibited
___thoughtful	___relaxed
___helpful	___precise
___purposeful	___considerate
___conscientious	___practical
___cooperative	___happy
___skillful	___creative
___just	___clever
___enthusiastic	___dependable



APPENDIX J  
TRAIT SET EVALUATION FORMS

Sex: M    F  
INSTRUCTOR \_\_\_\_\_

Earlier this summer we asked some students to provide a description of themselves by naming characteristics that their acquaintances and friends would use to describe them. Each person chose three characteristics from a list of positive traits and three from a list of negative traits.

We are interested in your reaction to several of these students. On the following pages, please study carefully the characteristics describing each person, and then complete the brief questionnaire for that person.

Although it is very unlikely that you would know any of these people, their identity will be kept secret through the use of code numbers.

If you are not sure you understand the instructions, please ask for clarification.

Subject Code 215

warm	slow thinking
just	unimaginative
trustworthy	inefficient

Please circle the appropriate number in each item to indicate your judgment.

1. How believable is it that the person actually has all of the indicated characteristics?

Very												Not at all
Believable	1	2	3	4	5	6	7	8	9	Believable		Believable

2. How similar is this person to anyone you know?

Very												Not at all
Similar	1	2	3	4	5	6	7	8	9	Similar		Similar

3. How similar is this person to yourself?

Very												Not at all
Similar	1	2	3	4	5	6	7	8	9	Similar		Similar

4. How probable is it that you would like this person?

Very												Very
Probable	1	2	3	4	5	6	7	8	9	Probable		Improbable

Subject Code 342

precise	stingy
intelligent	indiscreet
efficient	insincere

Please circle the appropriate number in each item to indicate your judgment.

1. How believable is it that the person actually has all of the indicated characteristics?

Very												Not at all
Believable	1	2	3	4	5	6	7	8	9	Believable		

2. How similar is this person to anyone you know?

Very												Not at all
Similar	1	2	3	4	5	6	7	8	9	Similar		

3. How similar is this person to yourself?

Very												Not at all
Similar	1	2	3	4	5	6	7	8	9	Similar		

4. How probable is it that you would like this person?

Very												Very
Probable	1	2	3	4	5	6	7	8	9	Probable		Improbable

Subject Code 010

imaginative

not understanding

educated

untrustworthy

precise

immodest

Please circle the appropriate number in each item to indicate your judgment.

1. How believable is it that the person actually has all of the indicated characteristics?

Very												Not at all
Believable	1	2	3	4	5	6	7	8	9	Believable		

2. How similar is this person to anyone you know?

Very												Not at all
Similar	1	2	3	4	5	6	7	8	9	Similar		

3. How similar is this person to yourself?

Very												Not at all
Similar	1	2	3	4	5	6	7	8	9	Similar		

4. How probable is it that you would like this person?

Very												Very
Probable	1	2	3	4	5	6	7	8	9	Probable		Improbable

## Subject Code 197

sincere

lax

understanding

inefficient

good natured

dull

Please circle the appropriate number in each item to indicate your judgment.

1. How believable is it that the person actually has all of the indicated characteristics?

Very											Not at all
Believable	1	2	3	4	5	6	7	8	9	Believable	

2. How similar is this person to anyone you know?

Very											Not at all
Similar	1	2	3	4	5	6	7	8	9	Similar	

3. How similar is this person to yourself?

Very											Not at all
Similar	1	2	3	4	5	6	7	8	9	Similar	

4. How probable is it that you would like this person?

Very											Very
Probable	1	2	3	4	5	6	7	8	9	Probable	Improbable

Subject Code 523

modest	disorganized
good natured	uneducated
accepting	dull

Please circle the appropriate number in each item to indicate your judgment.

1. How believable is it that the person actually has all of the indicated characteristics?

Very												Not at all
Believable	1	2	3	4	5	6	7	8	9	Believable		Believable

2. How similar is this person to anyone you know?

Very												Not at all
Similar	1	2	3	4	5	6	7	8	9	Similar		Similar

3. How similar is this person to yourself?

Very												Not at all
Similar	1	2	3	4	5	6	7	8	9	Similar		Similar

4. How probable is it that you would like this person?

Very												Very
Probable	1	2	3	4	5	6	7	8	9	Probable		Improbable

Subject Code 812

creative

indiscreet

quick thinking

unthoughtful

organized

immature

Please circle the appropriate number in each item to indicate your judgment.

1. How believable is it that the person actually has all of the indicated characteristics?

Very												Not at all
Believable	1	2	3	4	5	6	7	8	9			Believable

2. How similar is this person to anyone you know?

Very												Not at all
Similar	1	2	3	4	5	6	7	8	9			Similar

3. How similar is this person to yourself?

Very												Not at all
Similar	1	2	3	4	5	6	7	8	9			Similar

4. How probable is it that you would like this person?

Very												Very
Probable	1	2	3	4	5	6	7	8	9			Improbable



SEX: M    F  
INSTRUCTOR \_\_\_\_\_

Earlier this summer we asked some students to provide a description of themselves by naming characteristics that their acquaintances and friends would use to describe them. Each person chose three characteristics from a list of positive traits and three from a list of negative traits.

We are interested in your reaction to several of these students. On the following pages, please study carefully the characteristics describing each person, and then complete the brief questionnaire for that person.

Although it is very unlikely that you would know any of these people, their identity will be kept secret through the use of code numbers.

If you are not sure you understand the instructions, please ask for clarification.

Subject Code 341

discreet

inefficient

generous

unintelligent

sincere

imprecise

Please circle the appropriate number in each item to indicate your judgment.

1. How believable is it that the person actually has all of the indicated characteristics?

Very										Not at all
Believable	1	2	3	4	5	6	7	8	9	Believable

2. How similar is this person to anyone you know?

Very										Not at all
Similar	1	2	3	4	5	6	7	8	9	Similar

3. How similar is this person to yourself?

Very										Not at all
Similar	1	2	3	4	5	6	7	8	9	Similar

4. How probable is it that you would like this person?

Very										Very
Probable	1	2	3	4	5	6	7	8	9	Improbable

Subject Code 524

organized

immodest

educated

bad natured

clever

rejecting

Please circle the appropriate number in each item to indicate your judgment.

1. How believable is it that the person actually has all of the indicated characteristics?

Very												Not at all
Believable	1	2	3	4	5	6	7	8	9			Believable

2. How similar is this person to anyone you know?

Very												Not at all
Similar	1	2	3	4	5	6	7	8	9			Similar

3. How similar is this person to yourself?

Very												Not at all
Similar	1	2	3	4	5	6	7	8	9			Similar

4. How probable is it that you would like this person?

Very												Very
Probable	1	2	3	4	5	6	7	8	9			Improbable

Subject Code 216

quick thinking

cold

imaginative

unjust

efficient

untrustworthy

Please circle the appropriate number in each item to indicate your judgment.

1. How believable is it that the person actually has all of the indicated characteristics?

Very												Not at all
Believable	1	2	3	4	5	6	7	8	9			Believable

2. How similar is this person to anyone you know?

Very												Not at all
Similar	1	2	3	4	5	6	7	8	9			Similar

3. How similar is this person to yourself?

Very												Not at all
Similar	1	2	3	4	5	6	7	8	9			Similar

4. How probable is it that you would like this person?

Very												Very
Probable	1	2	3	4	5	6	7	8	9			Improbable

Subject Code 009

understanding

unimaginative

trustworthy

uneducated

modest

imprecise

Please circle the appropriate number in each item to indicate your judgment.

1. How believable is it that the person actually has all of the indicated characteristics?

Very												Not at all
Believable	1	2	3	4	5	6	7	8	9			Believable

2. How similar is this person to anyone you know?

Very												Not at all
Similar	1	2	3	4	5	6	7	8	9			Similar

3. How similar is this person to yourself?

Very												Not at all
Similar	1	2	3	4	5	6	7	8	9			Similar

4. How probable is it that you would like this person?

Very												Very
probable	1	2	3	4	5	6	7	8	9			Improbable

Subject Code 198

diligent	insincere
efficient	not understanding
clever	bad natured

Please circle the appropriate number in each item to indicate your judgment.

1. How believable is it that the person actually has all of the indicated characteristics?

Very											Not at all
Believable	1	2	3	4	5	6	7	8	9		Believable

2. How similar is this person to anyone you know?

Very											Not at all
Similar	1	2	3	4	5	6	7	8	9		Similar

3. How similar is this person to yourself?

Very											Not at all
Similar	1	2	3	4	5	6	7	8	9		Similar

4. How probable is it that you would like this person?

Very											Very
Probable	1	2	3	4	5	6	7	8	9		Improbable

Subject Code 811

discreet	uncreative
thoughtful	slow thinking
mature	disorganized

Please circle the appropriate number in each item to indicate your judgment.

1. How believable is it that the person actually has all of the indicated characteristics?

Very											Not at all
Believable	1	2	3	4	5	6	7	8	9		Believable

2. How similar is this person to anyone you know?

Very											Not at all
Similar	1	2	3	4	5	6	7	8	9		Similar

3. How similar is this person to yourself?

Very											Not at all
Similar	1	2	3	4	5	6	7	8	9		Similar

4. How probable is it that you would like this person?

Very											Very
Probable	1	2	3	4	5	6	7	8	9		Improbable

APPENDIX K  
RESULTS OF TRAIT SET EVALUATION



## TRAIT SET EVALUATION MEANS

All ratings were made on a nine point scale, with "1" representing the positive pole. Eleven raters worked with the following: 341, 216, 524, 198, 009, and 811. Twelve other raters evaluated 342, 523, 215, 197, 010, and 812.

	<u>Believa-</u> <u>bility</u>	<u>Liking</u>	<u>Similar to</u> <u>Another</u>	<u>Similar to</u> <u>Self</u>
Set 1:				
Code 341 discreet, generous, sincere inefficient, unintelli- gent, imprecise	4.55	4.73	4.55	6.09
Code 342 precise, intelligent, efficient stingy, indiscreet, insincere	3.00	5.75	3.25	5.33
Set 2:				
Code 523 modest, good natured, accepting disorganized, uneducated, dull	2.33	3.75	3.00	6.00
Code 524 organized, educated, clever immodest, bad natured, rejecting	3.00	6.36	4.00	6.00
Set 3:				
Code 215 warm, just, trustworthy slow thinking, unimaginative, inefficient	4.75	5.08	4.58	5.67
Code 216 quick thinking, imaginative, efficient cold, unjust, untrustworthy	3.82	6.73	5.00	6.73

	<u>Believa-</u> <u>bility</u>	<u>Liking</u>	<u>Similar to</u> <u>Another</u>	<u>Similar to</u> <u>Self</u>
Set 4:				
Code 197 sincere, understanding good natured lax, inefficient, dull	3.17	4.00	3.42	5.83
Code 198 diligent, efficient, clever insincere, not under- standing, bad natured	4.18	6.36	4.36	5.27
Set 5:				
Code 009 understanding, trustworthy, modest unimaginative, uneducated, imprecise	3.73	3.36	5.27	6.73
Code 010 imaginative, educated, precise not understanding, untrust- worthy, immodest	3.75	5.33	4.50	6.25
Set 6:				
Code 811 discreet, thoughtful, mature uncreative, slow thinking, disorganized	4.00	4.50	4.40	5.20
Code 812 creative, quick thinking, organized indiscreet, unthoughtful, immature	3.33	4.50	3.00	4.67

APPENDIX L  
COMPLETE TRAIT DESIRABILITY  
RATING QUESTIONNAIRE

Sex: M F

Instructor \_\_\_\_\_

Please read this entire sheet carefully before going on to the next page!

We are interested in the personal characteristics that you consider important for people to have in different situations.

Please read carefully the interpersonal exercise described on the next page and imagine that you are going to carry it out with a person whom you do not know, but who is your age and sex. Then on the page following the exercise indicate how desirable it would be for your partner to have each of the listed traits.

When you have completed that form, follow the same procedure in reading the second exercise and in completing the form following it.

Please keep these points in mind:

The information you provide will be considered confidential.

Your partner in the exercises is of your own age and sex, and you are not yet acquainted with him or her.

While filling out the forms, do not linger long over any one item before rating it, since we are primarily interested in your first impressions.

## SELF-DISCLOSURE EXERCISE

You and your partner will try to get to know each other as well as you can. It is important that you discuss openly your own beliefs, desires, and values, and to react to those of your partner. By the end of the discussion, you two should know why the other person thinks and acts as he does. Cooperation is important in this exercise, but it is important also to have high levels of straightforward communication and direct feedback.

During the exercise you will be discussing topics such as the ones listed below, but you probably will consider other topics as well whenever they come up.

Every person is in a great many relationships at once and may handle each one somewhat differently. Encourage your partner to share with you what he does in his human relations while in the roles below that apply to him:

friend	sibling	student	consumer
employee	parent	mate	citizen

Please rate how desirable it would be for your partner in the self-disclosure exercise to have each of the traits listed below. Use the scale illustrated below of 1 through 11, with 1 indicating "very desirable" and 11 indicating "very undesirable."

1	2	3	4	5	6	7	8	9	10	11	
Very										Very	
Desirable					Neutral					Undesirable	
___	imaginative									___	prompt
___	mature									___	precise
___	skillful									___	dependable
___	practical									___	enthusiastic
___	considerate									___	understanding
___	intelligent									___	studious
___	sincere									___	motivated
___	helpful									___	calm
___	serious									___	generous
___	active									___	warm
___	logical									___	cooperative
___	responsible									___	cheerful
___	creative									___	organized
___	diligent									___	thoughtful
___	accepting									___	conscientious
___	efficient									___	sensitive to others
___	tolerant									___	educated
___	good-natured									___	humorous
___	uninhibited									___	modest
___	even-tempered									___	hardworking
___	assertive									___	quick-thinking
___	trustworthy									___	just
___	relaxed									___	discreet
___	clever									___	happy
___	patient									___	purposeful

## LOGICAL PROBLEM-SOLVING EXERCISE

You and your partner will be given a set of logical problems to solve, an example of which is listed below. Your goal is to find the correct solutions to as many of the problems as possible. Previous studies have shown that one important factor in making sure that you have found the correct answer is for the two people involved to discuss the solution and for both people to agree before the problem is considered done and they move on to the next problem. In other words, individual skill is important, but cooperative effort is important also. The results of the exercise will indicate how effectively you were able to work with your partner under this set of conditions.

Example:

There are five houses in a row.  
The Englishman lives in the red house.  
The Spaniard owns a dog.  
Coffee is drunk in the green house.  
The Ukrainian drinks tea.  
The green house is just to the right of the ivory house.  
The man who smokes Old Golds owns snails.  
Kools are smoked in the yellow house  
The man in the middle house drinks milk.  
The Norwegian lives in the first house.  
The Chesterfield smoker lives next to the man with the fox.  
The man who smokes Kools lives next to the man who owns a horse.  
The Marlboro smoker drinks orange juice.  
The Japanese smokes Parliaments.  
The Norwegian lives next to the blue house.

Each man is of a different nationality, has one house, one type of pet, one brand of cigarettes, and one drink.

Which man drinks water?

Which man owns a zebra.





APPENDIX M

SCRIPTS

First Session ScriptExperimenter I.

I'm Bill Medley, and this is Bill Duncan. Actually Bill and I are working on different projects. My study deals with communication between two people. I'm especially interested in situations where people have to work with somebody that either they don't know very well or they don't know at all. The largest part of my study comes in the second session, which we'll schedule later, so I'll tell you more about it later. Now Bill will explain what he is doing in his study and then he'll put you to work.

Experimenter II.

My research is in the area of interpersonal impressions. I'm interested in our impressions of people whom we know fairly well--perhaps we see them every day--and of people whom we have heard a little bit about, but don't know.

This first questionnaire is one which is frequently used to get information about the way we see other people. I'm using it to get your impressions of two people that you know fairly well. As soon as I give you a copy, read the first page and carry out the instructions you find there. Please don't go on to the second page until I tell you.

[Hand out the Two Role Category Questionnaire. Wait until everyone appears ready to go on.]

Now go on to the second page. You'll have about three minutes to finish it. If you finish it early, please don't go on to the third page until I say so.

[Wait three minutes.]

Your time for page two is up, but go ahead and finish the sentence you're working on. It's time to start page three. Once again, you'll have three minutes to finish it.

[Wait three minutes.]

It's time to wind up page three. I'll take up those forms and give you another one to fill in about the same two people. This second questionnaire may give me some information you didn't include on the first one.

[Take up the Two Role Category Questionnaire and hand out the Trait Rating Sheets. Make sure subjects are filling it in correctly. When they have finished, take up the forms.]

One last thing I need from you today is a little bit of information about yourself. Please complete these next two forms as thoroughly and completely as you can. On each one, you're to select three terms or adjectives from a representative list of characteristics that other people might use to describe you. You'll also need to give a brief explanation or reason for each one. For instance, you might include a sentence or two describing the kinds of things you do that give people that impression of you, or you might give further explanation of how other people see you regarding the trait that you listed.

When you finish, bring your papers up to the front and Bill will schedule you for the second session. That will complete what we need to do today.

Second Session ScriptExperimenter I.

We'll spend the first few minutes finishing up Bill Duncan's impression formation study and then get on with my study of interpersonal communication.

I'm trying to answer two questions. First, does the kind of task or activity you're doing affect the content of your communication in certain ways. Therefore you and your partner will do one of three different exercises. Some of you will be doing a logical problem-solving exercise in which you together will try to solve the problems as quickly and efficiently as possible. Some of you may be doing what we call a "self-disclosure" exercise, in which you and your partner will discuss how you feel about different things in your lives and about how you see each other. Finally, some of you may be assigned the exercise entitled "Communication Exercise with Random Choice." If you are, you will be given an envelope containing a number of different slips of paper. You'll draw out a slip of paper blindly and carry out the instructions on it for about five minutes. Then you'll draw out another slip, and so on, until you have completed six of the activities. Some of the activities might be logical problems to solve, others might have you talk about your likes and dislikes, and other activities might be of yet other types. What you will be doing will depend upon what you draw out of the envelope.

The second question I'm studying is whether or not having information about partners will influence the communication. Therefore, in some pairs of people, each person will get some information about his partner. In other pairs, neither person will get any information about the other. In the remaining pairs, one person will get information about his partner, but his partner will not get information about him.

This is the reason Bill Duncan isn't here. Right now he's meeting with your partners in another room. This is so you can't get information about your partner beforehand if you're not supposed to, just by seeing him or perhaps by hearing him, and thus get information through nonverbal communication.

We will tape record your interaction, and later another rater and I will separately content analyze the tapes, assuming they haven't accidentally been erased. As you might gather, we limit ourselves to only four pairs of people at a time, partly because of the difficulty of getting good tape recorders from the school. The real reason is getting enough rooms during class hours, though. When you start your interaction, be sure that you talk at least as loud as you would in normal conversation. We've found that we can distinguish between voices well enough, so don't worry about that.

Let me give you a description of the exercise you will be doing. Notice the title. Read this while I check to see if your partners all showed up.

[Hand out the exercise assignments and leave the room for about a minute].

Your partners all showed up. Here is your partner and room assignment.

[Hand out the assignments.]

Notice that the name of your partner is at the middle of the page. Do any of you know your partner? Good. Of course, once you go to your room you may recognize him, even though you don't know his name. If this happens, let us know and maybe we can switch people around. We tried to prevent the possibility of you meeting somebody from your own speech class at least, by scheduling one set of classes to one set of first sessions and then one set of second sessions, and the other classes to different first sessions and another set of rooms. Then we match you up with someone from the other set.

If you're not to get information about your partner, you will get some about someone else. You'll find the name of that person further down on the sheet. The reason for that is Bill Duncan's study. You remember that he is interested in impressions of people you know well and in impressions of people you don't know but have a little information about. Those of you who are getting information about your partners can just write about them. If you're not getting information about your partner, then we'll give you information about someone who has already participated in the study so that you can write an impression for Bill. If you're to get information about someone who is not your partner, do you recognize his name? Good.

Here is the information about your partner, or about the other person, if you aren't supposed to get information about your partner. Study this carefully and form as complete an impression of this person as you can.

[Hand out the stimulus trait materials.] After about two minutes, take the materials back, saying that you have to be careful with them, since they contain confidential information. Hand out the Open Ended Impression Questionnaire.]

On this form we want you to write as complete an impression of the person as you can. We want your best estimate of what the person is like. You will have three minutes to write the description.

[Wait three minutes.]

Your time is up, but go ahead and finish the sentence if you're in the middle of one.

[Hand out the Trait Rating Sheet and when the subjects have finished filling it out, take it back and give them the Personal Reaction Questionnaire. When that form is completed, take them up and put all the accumulated papers in a large envelope.]

This completes Bill's impression formation study. Before you begin your interaction with your partner, there are two preliminary forms for my study. We've scheduled the interactions to begin at .... These forms take about 7-10 minutes at the most, so you'll have time.

[The Desired Traits Form is handed out and completed, followed by the Pre-Exercise Reaction Questionnaire.]

On this last form, if you were given the exercise earlier in which you'll only be solving logical problems, check that towards the top of the page. If you were given the self-disclosure exercise in which you discuss with your partner your likes and dislikes, check that exercise. If you'll be doing the one in which you'll draw topics out of an envelope, check off the one called "Communication Exercise with Random Choice." Also, note that you fill in the bottom part about your partner. If you weren't given information about your partner, of course you can't fill it out.

[When the subjects have finished the last form, take it up and begin the debriefing.]

APPENDIX N  
IMPRESSION INTEGRATION LEVELS

## IMPRESSION INTEGRATION LEVELS

Level 1. Minimal Aggregation. Only a part of the stimulus information is included and no references are made to other construct domains.

Level 2. Typical Aggregation. All of the stimulus material is included, but no additional inferences are made.

Level 3. Extended Aggregation. The impression infers characteristics beyond the stimulus information. The impression is scored at this level even though not all of the stimulus materials were included in it.

Level 4. Minimal Univalence. Only a part of either the positive or negative stimulus information is included, and no references are made to characteristics having the other valence.

Level 5. Simple Univalence. The impression includes all of the positive or negative traits, but does not infer any additional ones.

Level 6. Extended Univalence. Only negative or positive traits are included, but traits are inferred that were not included in the stimulus information.

Level 7. Minimal Recognition of Inconsistency. Recognition of inconsistency is implicit in the impression, but there is no attempt at reconciling the inconsistency.

Level 8. Explicit Recognition of Inconsistency. The impression recognizes and labels the inconsistency, but no attempt is made to reconcile it.

Level 9. Recognition and Inference of Additional Qualities. The impression recognizes and dwells on the inconsistency. It also infers additional qualities, perhaps using "pseudo-personality traits" such as "schizophrenic."

Level 10. Minimal Resolution of Inconsistency without Overall Organization. A general theme is provided to account for the inconsistency, but no links are made specifically between constructs of opposite valence.

Level 11. Some Resolution of Inconsistency without Overall Organization. An explicit link is made between a positive and a negative trait, but a substantial part of the inconsistency is left unresolved and there is no central theme around which the inconsistency is organized.



Level 12. Extensive Resolution of Inconsistency without Overall Organization. At least two desirable and undesirable construct domains are linked together, but the impression is not organized around a central theme.

Level 13. Some Resolution of inconsistency with Overall Organization. Desirable and undesirable qualities are integrated through use of a cluster of related constructs which form a central theme. These are often motivational in nature, or they may make use of varying sociological roles as the explanation for the inconsistency. However for level thirteen, only a small part of the original information is repeated and integrated.

Level 14. Much Resolution of Inconsistency with Overall Organization. The impression resembles one qualifying for Level 13, except in this case it contains more of the stimulus materials.

Level 15. Complete Resolution of Inconsistency with Overall Organization. All of the original stimulus information is included, and it is organized through some central theme.

APPENDIX O  
PARTNER AND ROOM ASSIGNMENT SHEET

Your assigned partner is \_\_\_\_\_.

However, if you already know him, please raise your hand to let the researcher know.

Your meeting room will be \_\_\_\_\_. After you have finished the interaction period, you should return to room \_\_\_\_\_ (where you now are) to complete some final forms and to get an explanation of the two studies that form this combined project.

Before you go to your assigned room, you will be given brief information about

\_\_\_\_\_ your partner

\_\_\_\_\_ ;who

participated in an earlier session, and whom you will not meet. If you already know this person, raise your hand.

Your partner is receiving information about

\_\_\_\_\_ you

\_\_\_\_\_ someone else who participated in an earlier session

APPENDIX P  
DATA ANALYSIS SUMMARY TABLES

Table P1  
 Summary Table and Means for  
 Number of Constructs  
 Interaction Versus No Interaction

Analysis of Variance Summary Table:

Source	df	MS	F
Cognitive Complexity (CC)	1	31.946	5.615*
Interaction Context (TR)	1	2.017	
Stimulus List (LS)	1	1.434	
CC X TR	1	10.979	
CC X LS	1	1.711	
TR X LS	1	0.279	
CC X TR X LS	1	0.064	
Within Cell	37	5.689	

\*p. < .05

\*\*p. < .01

Cell Means:

Complexity	Stimulus List	Interaction Condition	
		Ambig./ Interaction	Ambig./ No Interaction
Non-Complex	Soc. Pos. List	6.8	8.2
	Work Pos. List	6.0	7.5
Complex	Soc. Pos. List	9.2	8.4
	Work Pos. List	9.0	8.7

Table P2  
 Summary Table and Means for  
 Integration  
 Interaction Versus No Interaction

Analysis of Variance Summary Table:

Source	df	MS	F
Cognitive Complexity (CC)	1	4.960	
Interaction Context (TR)	1	8.064	
Stimulus List (LS)	1	0.897	
CC X TR	1	36.843	5.837*
CC X LS	1	10.077	
TR X LS	1	3.178	
CC X TR X LS	1	5.464	
Within Cell	37	6.312	

\*p. < .05

\*\*p. < .01

Cell Means:

Complexity	Stimulus List	Interaction Condition	
		Ambig./ Inter-action	Ambig./ No Inter-action
Non-Complex	Soc. Pos. List	5.2	8.0
	Work Pos. List	4.7	7.2
Complex	Soc. Pos. List	7.4	5.2
	Work Pos. List	7.4	7.7

Table P3

## Summary Table and Means for

Number of Constructs:  
Specific Versus Ambiguous Contexts

## Analysis of Variance Summary Table:

Source	df	MS	F
Cognitive Complexity (CC)	1	79.333	16.387**
Interaction Context (TR)	1	1.066	
Stimulus List (LS)	1	9.383	
CC X TR	1	2.189	
CC X LS	1	1.571	
TR X LS	1	1.132	
CC X TR X LS	1	0.004	
Within Cell	62	4.841	

\*p. &lt; .05

\*\*p. &lt; .01

## Cell Means:

Complexity	Stimulus List	Interaction Condition	
		Specific Context	Ambig. Context
Non-complex	Soc. Pos. List	7.231	6.833
	Work Pos. List	5.833	6.000
Complex	Soc. Pos. List	8.818	9.200
	Work Pos. List	8.083	9.000

Table P4  
 Summary Table and Means for  
 Integration Levels  
 Specific Versus Ambiguous Contexts

Analysis of Variance Summary Table:

Source	df	MS	F
Cognitive Complexity (CC)	1	7.704	
Interaction Context (TR)	1	0.300	
Stimulus List (LS)	1	3.497	
CC X TR	1	46.749	5.954*
CC X LS	1	0.551	
TR X LS	1	8.050	
CC X TR X LS	1	0.046	
Within Cell	62	7.851	

\*p. < .05

\*\*p. < .01

Cell Means:

Complexity	Stimulus List	Interaction Condition	
		Specific Context	Ambig. Context
Non-Complex	Soc. Pos. List	6.0	5.2
	Work Pos. List	7.1	4.7
Complex	Soc. Pos. List	4.8	7.4
	Work Pos. List	6.2	7.4



Table P5

Summary Table and Means for  
Percent of Social Traits  
after Arcsine Transformations  
Social Versus Work Contexts

## Analysis of Variance Summary Table:

Source	df	MS	F
Cognitive Complexity (CC)	1	0.190	9.165**
Interaction Context (TR)	1	0.263	
Stimulus List (LS)	1	5.870	
CC X TR	1	0.070	
CC X LS	1	0.266	
TR X LS	1	1.543	
CC X TR X LS	1	1.407	
Within Cell	40	0.641	

\*p. &lt; .05

\*\*p. &lt; .01

## Cell Means:

Complexity	Stimulus List	Interaction Condition	
		Social	Logical
Non-Complex	Soc. Pos. List	2.3	2.2
	Work Pos. List	1.8	1.7
Complex	Soc. Pos. List	2.8	1.8
	Work Pos. List	1.2	1.7

Table P6

Summary Table and Means for  
 Percent of Social Traits  
 After Arcsine Transformations  
 Work Versus Ambiguous/Interaction Conditions

Analysis of Variance Summary Table:

Source	df	MS	F
Cognitive Complexity (CC)	1	0.439	
Interaction Context (TR)	1	0.000	
Stimulus List (LS)	1	3.578	4.214*
CC X TR	1	0.002	
CC X LS	1	0.973	
TR X LS	1	0.489	
CC X TR X LS	1	0.096	
Within Cell	40	0.849	

\*p. < .05

\*\*p. < .01

Cell Means:

Complexity	Stimulus List	Interaction Condition	
		Logical	Ambig./ Interaction
Non-complex	Soc. Pos. List	2.2	2.5
	Work Pos. List	1.7	1.4
Complex	Soc. Pos. List	1.8	2.0
	Work Pos. List	1.7	1.6

Table P7

Summary Table and Means for  
Liking

Interaction Versus No Interaction Conditions

Analysis of Variance Summary Table:

Source	df	MS	F
Cognitive Complexity (CC)	1	1.120	
Interaction Context (TR)	1	0.050	
Stimulus List (LS)	1	10.431	10.923**
CC X TR	1	0.375	
CC X LS	1	2.260	
TR X LS	1	0.198	
CC X TR X LS	1	2.261	
Within Cell	37	0.955	

\*p. < .05

\*\*p. < .01

Cell Means:

Complexity	Stimulus List	Interaction Condition	
		Ambig./ Inter-action	Ambig./ No Inter-action
Non-complex	Soc. Pos. List	5.8	5.5
	Work Pos. List	3.8	4.7
Complex	Soc. Pos. List	4.8	5.0
	Work Pos. List	4.6	4.2

Table P8

## Summary Table and Means for

Impression Valence  
After Arcsine Transformations  
Interaction Versus No Interaction Conditions

## Analysis of Variance Summary Table:

Source	df	MS	F
Cognitive Complexity (CC)	1	1.406	
Interaction Context (TR)	1	0.330	
Stimulus List (LS)	1	0.081	
CC X TR	1	0.676	
CC X LS	1	0.509	
TR X LS	1	0.000	
CC X TR X LS	1	0.263	
Within Cell	37	0.658	

\*p. &lt; .05

\*\*p. &lt; .01

## Cell Means:

Complexity	Stimulus List	Interaction Condition	
		Ambig./ Inter- action	Ambit./ No Inter- action
Non-complex	Soc. Pos. List	1.9	1.8
	Work Pos. List	2.0	2.3
Complex	Soc. Pos. List	1.8	1.6
	Work Pos. List	1.9	1.3

Table P9

## Summary Table and Means for

Friendliness Ratings  
Interaction Versus No Interaction Conditions

## Analysis of Variance Summary Table:

Source	df	MS	F
Cognitive Complexity (CC)	1	0.132	
Interaction Context (TR)	1	1.062	
Stimulus List (LS)	1	22.141	18.920**
CC X TR	1	0.845	
CC X LS	1	7.908	6.758*
TR X LS	1	0.175	
CC X TR X LS	1	0.947	
Within Cell	37	1.170	

\*p. &lt; .05

\*\*p. &lt; .01

## Cell Means:

Complexity	Stimulus List	Interaction Condition	
		Ambig./ Inter-action	Ambig./ No Inter-action
Non-complex	Soc. Pos. List	6.2	6.3
	Work Pos. List	3.5	4.5
Complex	Soc. Pos. List	5.2	5.4
	Work Pos. List	4.8	4.7

Table P10

Summary Table and Means for  
Summed Logical Trait Ratings  
Interaction Versus No Interaction Conditions

## Analysis of Variance Summary Table:

Source	df	MS	F
Cognitive Complexity (CC)	1	24.092	
Interaction Context (TR)	1	101.381	
Stimulus List (LS)	1	4033.653	89.519**
CC X TR	1	73.627	
CC X LS	1	1.657	
TR X LS	1	38.176	
CC X TR X LS	1	159.462	
Within Cell	37	45.059	

\*p. &lt; .05

\*\*p. &lt; .01

## Cell Means:

Complexity	Stimulus List	Interaction Condition	
		Ambig./ Inter-action	Ambig./ No Inter-action
Non-complex	Soc. Pos. List	41.3	48.8
	Work Pos. List	61.8	65.5
Complex	Soc. Pos. List	45.8	40.6
	Work Pos. List	59.6	65.7

Table P11

## Summary Table and Means for

Summed Social Trait Ratings  
Interaction Versus No Interaction Conditions

## Analysis of Variance Summary Table:

Source	df	MS	F
Cognitive Complexity (CC)	1	53.503	
Interaction Context (TR)	1	0.916	
Stimulus List (LS)	1	3321.915	34.244**
CC X TR	1	13.169	
CC X LS	1	1.613	
TR X LS	1	0.000	
CC X TR X LS	1	1.352	
Within Cell	37	97.008	

\*p. &lt; .05

\*\*p. &lt; .01

## Cell Means:

Complexity	Stimulus List	Interaction Condition	
		Ambig./ Inter-action	Ambig./ No Inter-action
Non-complex	Soc. Pos. List	63.2	64.2
	Work Pos. List	46.0	47.6
Complex	Soc. Pos. List	62.2	61.7
	Work Pos. List	44.8	43.7

Table P12

## Summary Table and Means for

Ratings for Desirability of Social Meeting  
Interaction Versus No Interaction Conditions

## Analysis of Variance Summary Table:

Source	df	MS	F
Cognitive Complexity (CC)	1	2.016	
Interaction Context (TR)	1	0.007	
Stimulus List (LS)	1	0.844	
CC X TR	1	0.566	
CC X LS	1	2.519	
TR X LS	1	0.064	
CC X TR X LS	1	1.177	
Within Cell	37	1.608	

\*p. &lt; .05

\*\*p. &lt; .01

## Cell Means:

Complexity	Stimulus List	Interaction Condition	
		Ambig./ Inter- action	Ambig./ No Inter- action
Non- complex	Soc. Pos. List	5.0	5.0
	Work Pos. List	4.0	4.5
Complex	Soc. Pos. List	4.0	4.2
	Work Pos. List	4.6	4.0



Table P13

## Summary Table and Means for

Ratings for Desirability of Group Project Membership  
Interaction Versus No Interaction Conditions

## Analysis of Variance Summary Table:

Source	df	MS	F
Cognitive Complexity (CC)	1	0.950	
Interaction Context (TR)	1	9.899	4.035
Stimulus List (LS)	1	4.361	
CC X TR	1	10.611	4.326*
CC X LS	1	2.344	
TR X LS	1	4.131	
CC X TR X LS	1	0.007	
Within Cell	37	2.453	

\*p. &lt; .05

\*\*p. &lt; .01

## Cell Means:

Complexity	Stimulus List	Interaction Condition	
		Ambig./ Inter-action	Ambig./ No Inter-action
Non-complex	Soc. Pos. List	3.5	5.0
	Work Pos. List	4.2	5.5
Complex	Soc. Pos. List	4.2	4.8
	Work Pos. List	5.0	4.3

Table P14

Summary Table and Means for  
 Difference between Social and Work Ratings  
 All Interaction Conditions

## Analysis of Variance Summary Table:

Source	df	MS	F
Cognitive Complexity (CC)	1	14.708	
Interaction Context (TR)	3	202.927	
Stimulus List (LS)	1	27808.961	318.234**
CC X TR	3	8.518	
CC X LS	1	620.710	7.103**
TR X LS	3	159.575	
CC X TR X LS	3	250.935	2.872*
Within Cell	77	87.385	

\*p. &lt; .05

\*\*p. &lt; .01

## Cell Means:

Complexity	Stimulus List	Interaction Condition			
		Social	Logical	Ambig./ Inter-Action	Ambig./ No Inter-Action
Non-Complex	Soc. Pos. List	3.4	18.7	21.8	15.3
	Work Pos. List	-11.3	-14.7	-15.8	-17.8
Complex	Soc. Pos. List	15.2	24.3	16.4	21.0
	Work Pos. List	-25.4	-21.6	-14.8	-22.0

Table P15

## Summary Table and Means for

Differences between Social and Logical Trait Ratings  
Social versus Work Contexts

## Analysis of Variance Summary Table:

Source	df	MS	F
Cognitive Complexity (CC)	1	9.044	
Interaction Context (TR)	1	445.030	4.766*
Stimulus List (LS)	1	13142.445	140.756**
CC X TR	1	0.688	
CC X LS	1	1070.294	11.463**
TR X LS	1	410.150	4.393*
CC X TR X LS	1	129.559	
Within Cell	40	93.370	

\*p. &lt;.05

\*\*p. &lt;.01

## Cell Means:

Complexity	Stimulus List	Interaction Condition	
		Social	Work
Non-complex	Soc. Pos. List	3.4	18.7
	Work Pos. List	-11.3	-14.7
Complex	Soc. Pos. List	15.3	24.3
	Work Pos. List	-25.4	-21.6

Table P16  
 Summary Table and Means for  
 Anxiety Ratings  
 Interaction Versus No Interaction Conditions

Analysis of Variance Summary Table:

Source	df	MS	F
Cognitive Complexity (CC)	1	0.131	
Interaction Context (TR)	1	0.002	
Stimulus List (LS)	1	2.346	
CC X TR	1	19.598	7.662**
CC X LS	1	4.361	
TR X LS	1	7.293	
CC X TR X LS	1	2.518	
Within Cell	37	2.558	

\*p. <.05

\*\*p. <.01

Cell Means:

Complexity	Stimulus List	Interaction Condition	
		Ambig./ Inter- action	Ambig./ No Inter- action
Non-complex	Soc. Pos. List	4.7	3.7
	Work Pos. List	5.2	3.5
Complex	Soc. Pos. List	3.6	6.2
	Work Pos. List	3.8	3.8

Table P17

Summary Table and Means for  
Difference Scores for Trait Importance Ratings  
Social Versus Work Contexts

Analysis of Variance Summary Table:

Source	df	MS	F
Cognitive Complexity (CC)	1	0.010	
Interaction Context (TR)	1	55.477	
Stimulus List (LS)	1	4.595	
CC X TR	1	196.179	
CC X LS	1	329.912	
TR X LS	1	35.134	
CC X TR X LS	1	8.801	
Within Cell	40	125.383	

\*p. < .05

\*\*p. < .01

Cell Means:

Complexity	Stimulus List	Interaction Condition	
		Social	Work
Non-Complex	Soc. Pos. List	4.4	-1.0
	Work Pos. List	10.0	2.8
Complex	Soc. Pos List	4.8	9.3
	Work Pos. List	1.4	0.7

Table P18  
 Summary Table and Means for  
 Liking Ratings  
 Social Versus Work Contexts

Analysis of Variance Summary Table:

Source	df	MS	F
Cognitive Complexity (CC)	1	0.075	
Interaction Context (TR)	1	1.139	
Stimulus List (LS)	1	0.250	
CC X TR	1	0.187	
CC X LS	1	0.703	
TR X LS	1	8.455	7.819**
CC X TR X LS	1	0.706	
Within Cell	40	1.081	

\*p.  $\angle$  .05

\*\*p.  $\angle$  .01

Cell Means:

Complexity	Stimulus List	Interaction Condition	
		Social	Work
Non-complex	Soc. Pos. List	4.3	5.3
	Work Pos. List	4.6	4.3
Complex	Soc. Pos. List	4.0	5.3
	Work Pos. List	5.2	4.3

Table P19

## Summary Table and Means for

Friendliness Ratings  
Social Versus Work Contexts

## Analysis of Variance Summary Table:

Source	df	MS	F
Cognitive Complexity (CC)	1	0.533	
Interaction Context (TR)	1	1.029	
Stimulus List (LS)	1	12.450	5.576*
CC X TR	1	1.902	
CC X LS	1	0.061	
TR X LS	1	0.002	
CC X TR X LS	1	1.682	
Within Cell	40	2.233	

\*p. &lt; .05

\*\*p. &lt; .01

## Cell Means:

Complexity	Stimulus List	Interaction Condition	
		Social	Work
Non-complex	Soc. Pos. List	4.4	5.5
	Work Pos. List	3.8	4.2
Complex	Soc. Pos. List	5.5	5.0
	Work Pos. List	4.0	4.3

Table P20

Summary Table and Means for

Summed Social Trait Ratings  
Social Versus Work Contexts

Analysis of Variance Summary Table:

Source	df	MS	F
Cognitive Complexity (CC)	1	84.236	
Interaction Context (TR)	1	314.774	4.266*
Stimulus List (LS)	1	1955.355	26.503**
CC X TR	1	0.816	
CC X LS	1	375.752	5.093*
TR X LS	1	93.394	
CC X TR X LS	1	31.214	
Within Cell	40	73.778	

\*p. &lt; .05

\*\*p. &lt; .01

Cell Means:

Complexity	Stimulus List	Interaction Condition	
		Social	Work
Non-complex	Soc. Pos. List	51.6	57.7
	Work Pos. List	45.5	49.2
Complex	Soc. Pos. List	58.0	68.0
	Work Pos. List	43.8	44.6



Table P21

Summary Table and Means for  
Summed Logical Trait Ratings  
Social Versus Work Contexts

Analysis of Variance Summary Table:

Source	df	MS	F
Cognitive Complexity (CC)	1	148.297	3.566
Interaction Context (TR)	1	11.629	
Stimulus List (LS)	1	4959.961	119.229**
CC X TR	1	0.000	
CC X LS	1	177.199	4.261*
TR X LS	1	111.415	
CC X TR X LS	1	286.869	6.899*
Within Cell	40	41.583	

\*p. < .05  
\*\*p. < .01

Cell Means:

Complexity	Stimulus List	Interaction Condition	
		Social	Work
Non-complex	Soc. Pos. List	48.1	39.0
	Work Pos. List	56.8	63.8
Complex	Soc. Pos. List	42.8	43.7
	Work Pos. List	69.2	66.4

Table P22

Summary Table and Means for  
Ratings for Desirability of Social Meeting  
Social Versus Work Contexts

## Analysis of Variance Summary Table:

Source	df	MS	F
Cognitive Complexity (CC)	1	2.277	
Interaction Context (TR)	1	0.101	
Stimulus List (LS)	1	0.582	
CC X TR	1	1.664	
CC X LS	1	0.128	
TR X LS	1	0.521	
CC X TR X LS	1	0.480	
Within Cell	40	1.626	

\*p. &lt; .05

\*\*p. &lt; .01

## Cell Means:

Complexity	Stimulus List	Interaction Condition	
		Social	Work
Non-complex	Soc. Pos. List	4.4	4.7
	Work Pos. List	4.5	4.8
Complex	Soc. Pos. List	4.0	4.0
	Work Pos. List	4.8	3.9

Table P23

## Summary Table and Means for

Ratings for Desirability of Group Membership  
Social Versus Work Contexts

## Analysis of Variance Summary Table:

Source	df	MS	F
Cognitive Complexity (CC)	1	5.215	
Interaction Context (TR)	1	0.047	
Stimulus List (LS)	1	6.801	
CC X TR	1	0.308	
CC X LS	1	0.000	
TR X LS	1	0.677	
CC X TR X LS	1	7.451	
Within Cell	40	2.444	

\*p. &lt; .05

\*\*p. &lt; .01

## Cell Means:

Complexity	Stimulus List	Interaction Condition	
		Social	Work
Non-Complex	Soc. Pos. List	4.3	3.5
	Work Pos. List	4.5	4.8
Complex	Soc. Pos. List	4.0	5.1
	Work Pos. List	5.8	4.9

Table P24

Summary Table and Means for  
Summed Importance of all Social Traits  
All Interaction Conditions

## Analysis of Variance Summary Table:

Source	df	MS	F
Cognitive Complexity (CC)	1	2.953	
Interaction Context (TR)	3	146.485	
Stimulus List (LS)	1	47.419	
CC X TR	3	50.336	
CC X LS	1	68.285	
TR X LS	3	91.090	
CC X TR X LS	3	488.083	3.229*
Within Cell	75	151.153	

\*p. .05

\*\*p. .01

## Cell Means:

Complexity	Stimulus List	Interaction Condition			
		Social	Work	Ambig./ Inter-action	Ambig./ No Inter-action
Non-complex	Soc. Pos List	41.9	38.0	44.3	33.0
	Work Pos. List	38.3	42.5	37.2	52.0
Complex	Soc. Pos. List	39.0	38.9	35.6	49.4
	Work Pos. List	34.8	36.9	47.8	42.2

Table P25

Summary Table and Means for  
Summed Importance of All Work Traits  
All Interaction Conditions

## Analysis of Variance Summary Table:

Source	df	MS	F
Cognitive Complexity (CC)	1	0.261	
Interaction Context (TR)	3	288.258	
Stimulus List (LS)	1	28.486	
CC X TR	3	131.959	
CC X LS	1	450.441	
TR X LS	3	38.575	
CC X TR X LS	3	72.917	
Within Cell	75	166.439	

\*p. &lt; .05

\*\*p. &lt; .01

## Cell Means:

Complexity	Stimulus List	Interaction Condition			
		Social	Work	Ambig./ Inter-action	Ambig./ No Inter-action
Non-complex	Soc. Pos. List	46.3	37.0	47.7	45.7
	Work Pos. List	48.3	45.3	45.6	50.8
Complex	Soc. Pos. List	43.8	48.1	51.0	51.4
	Work Pos. List	36.2	37.6	46.6	51.4

Table P26

Summary Table and Means for  
Ratings for Perceived Similarity to Someone  
All Interaction Conditions

Analysis of Variance Summary Table:

Source	df	MS	F
Cognitive Complexity (CC)	1	0.671	
Interaction Context (TR)	3	0.097	
Stimulus List (LS)	1	0.055	
CC X TR	3	1.177	4.843**
CC X LS	1	0.167	
TR X LS	3	0.249	
CC X TR X LS	3	0.702	2.891*
Within Cell	76	0.243	

\*p. < .05

\*\*p. < .01

Cell Means:

Complexity	Stimulus List	Interaction Condition			
		Social	Work	Ambig./ Inter-action	Ambig./ No Inter-action
Non-complex	Soc. Pos. List	1.1	0.5	0.6	1.3
	Work Pos. List	1.1	0.6	1.3	1.0
Complex	Soc. Pos. List	0.9	1.0	1.0	0.3
	Work Pos. List	0.4	1.0	0.8	0.8

Table P27

Summary Table and Means for  
Ratings of Perceived Similarity to Self  
All Interaction Conditions

## Analysis of Variance Summary Table:

Source	df	MS	F
Cognitive Complexity (CC)	1	1.193	
Interaction Context (TR)	3	1.059	
Stimulus List (LS)	1	0.551	
CC X TR	3	7.389	2.954*
CC X LS	1	2.280	
TR X LS	3	0.903	
CC X TR X LS	3	3.875	
Within Cell	77	2.501	

\*p. &lt;.05

\*\*p. &lt;.01

## Cell Means:

Complexity	Stimulus List	Interaction Condition			
		Social	Work	Ambig./ Inter-action	Ambig./ No Inter-action
Non-complex	Soc. Pos. List	4.1	3.3	3.0	5.2
	Work Pos. List	3.8	4.5	2.8	3.8
Complex	Soc. Pos. List	3.8	4.1	4.4	3.0
	Work Pos. List	5.2	3.7	4.6	3.7

Table P28

Summary Table and Means for  
Perceived Consistency  
All Interaction Conditions

## Analysis of Variance Summary Table:

Source	df	MS	F
Cognitive Complexity (CC)	1	8.235	4.995*
Interaction Context (TR)	3	3.022	
Stimulus List (LS)	1	0.952	
CC X TR	3	0.416	
CC X LS	1	4.131	
TR X LS	3	3.602	
CC X TR X LS	3	0.602	
Within Cell	77	1.649	

\*p. &lt;.05

\*\*p. &lt;.01

## Cell Means:

Complexity	Stimulus List	Interaction Condition			
		Social	Work	Ambig./ Inter-action	Ambig./ No Inter-action
Non-complex	Soc. Pos. List	4.1	3.8	3.2	4.7
	Work Pos. List	5.0	4.3	4.8	4.2
Complex	Soc. Pos. List	5.8	4.6	4.2	5.4
	Work Pos. List	5.0	4.0	5.2	4.8



Table P29  
Summary Table and Means for  
Anxiety Ratings  
All Interaction Conditions

Analysis of Variance Summary Table:

Source	df	MS	F
Cognitive Complexity (CC)	1	0.062	
Interaction Context (TR)	3	4.290	
Stimulus List (LS)	1	4.566	
CC X TR	3	7.312	2.783*
CC X LS	1	6.863	
TR X LS	3	3.092	
CC X TR X LS	3	4.233	
Within Cell	77	2.627	

\*p. <.05

\*\*p. <.01

Cell Means:

Complexity	Stimulus List	Interaction Condition			
		Social	Work	Ambig./ Inter-action	Ambig./ No Inter-action
Non-complex	Soc. Pos. List	3.4	4.0	4.7	3.7
	Work Pos. List	4.0	3.5	5.2	3.5
Complex	Soc. Pos. List	4.2	3.6	3.6	6.2
	Work Pos. List	2.0	4.0	3.8	3.8

Table P30  
 Summary Table and Means for  
 Impression Valence  
 (After Arcsine Transformations)  
 Social Versus Work Contexts

Analysis of Variance Summary Table:

Source	df	MS	F
Cognitive Complexity (CC)	1	0.454	
Interaction Context (TR)	1	0.261	
Stimulus List (LS)	1	0.555	
CC X TR	1	0.549	
CC X LS	1	0.001	
TR X LS	1	0.079	
CC X TR X LS	1	0.309	
Within Cell	40	0.493	

\*p. < .05

\*\*p. < .01

Cell Means

Complexity	Stimulus List	Interaction Condition	
		Social	Work
Non-complex	Soc. Pos. List	2.1	2.0
	Work Pos. List	1.7	2.0
Complex	Soc. Pos. List	2.4	2.1
	Work Pos. List	2.3	1.8

Table P31

Summary Table and Means for  
 Impression Valence  
 (After Arcsine Transformations)  
 Work Versus Ambiguous Contexts

Analysis of Variance Summary Table:

Source	df	MS	F
Cognitive Complexity (CC)	1	0.049	
Interaction Context (TR)	1	0.056	
Stimulus List (LS)	1	0.009	
CC X TR	1	0.023	
CC X LS	1	0.136	
TR X LS	1	0.139	
CC X TR X LS	1	0.026	
Within Cell	40	0.496	

\*p. < .05

\*\*p. < .01

Cell Means:

Complexity	Stimulus List	Interaction Condition	
		Social	Work
Non-complex	Soc. Pos. List	1.971	1.886
	Work Pos. List	1.989	2.027
Complex	Soc. Pos. List	2.106	1.837
	Work Pos. List	1.815	1.858

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